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ABSTRACT

The Illinois Problems Index (IPI), a process with supporting survey instruments, enables local school districts to assess and evaluate the adequacy of current programs and services and plan improvements where problems exist. A User's Manual provides a step-by-step "walk through" of the process, while permitting alternative techniques for implementing the process. The IPI process contains seven clearly-defined steps. These steps involve organizing a committee, conducting five meetings, administering three assessment instruments, and acting on the basis of these findings. The steps can be implemented within a two-month period. The survey instruments cover the following 11 problem areas: (1-5) curriculum and instruction in basic skills, science, home and health science, cultural and social studies, and the arts: (6) intercurricular concepts: (7) special programs. (8) resource and support services: (9) program planning and development: (10) educational administration and policy: and (11) research and evaluation. (RL)

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Establishing Educational Priorities Through the ILLINOIS PROBLEMS INDEX

Survey Instruments

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TM800594 1 of 2

Department of LEA Services

ILLINOIS PROBLEMS INDEX

SURVEY INSTRUMENTS

Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Donald Muirheid
Chairman

Joseph M. Cronin
State Superintendent of Education

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Foreword

There are many approaches available for school systems to assess their educational needs. Most are not in wide use due to their complexity. Because of this fact, Illinois State Board of Education staff were directed in 1975 to develop an approach to needs assessment which would be uncomplicated and characterized by ease and rapidity of administration while being sound in theory and practice. The result was the Illinois Problems Index.

The first Illinois Problems Index came out in 1977 and was used by approximately 60 school districts during the 1977-78 and 1978-79 school years. Evaluation data from these school districts was collected and feedback from professional organizations was solicited during this time. In August, 1979, a task team consisting of representatives from the Illinois Association of Supervision and Curriculum Development, the Illinois Association of School Administrators, the Illinois Association of School Business Officers and a parent from a participating district worked together to produce a revised version of the original I.P.I. The current I.P.I. is a result of their efforts.

These materials are designed to be used in a variety of settings. Not all school districts may necessarily find them appropriate. Some districts may want to use other models. Districts wishing to utilize a broad base of information to identify and prioritize educational problems should find it very helpful.

It is our hope that each school district will use some systematic approach to the identification and prioritization of its problems as an important step in the planning process. Staff of the Illinois State Board of Education are available to assist school districts which decide to use the I.P.I. approach.

Joseph M. Cronin
State Superintendent of Education

ILLINOIS PROBLEMS INDEX

The Illinois Problems Index was developed on the basis of extensive research on educational problems that have been identified in a wide range of situations. Consequently, the survey instruments used in implementing the process reflect a diverse and comprehensive set of problems, any number and combination of which may require attention in your district.

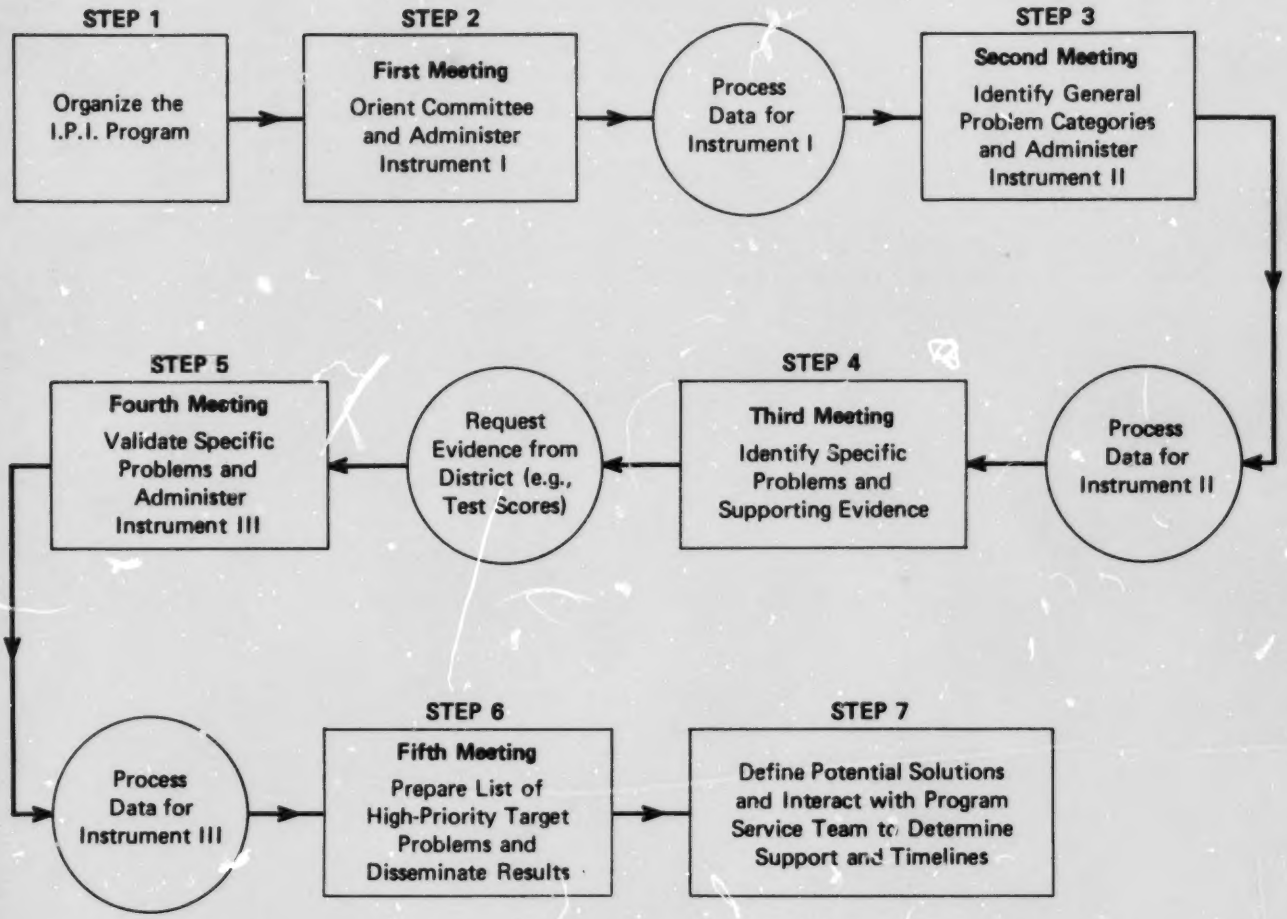
The IPI instrumentation consists of a series of three survey instruments, sequenced to provide increasingly specific information about problems in your district. The sequencing permits you to invest energy and resources in the detailed study of only those problems which are evident in your district. Further, the instruments are flexible in that they allow the addition of problems which are applicable to your district but which do not exist in the instrument pool of problem statements.

The survey instruments are based on 51 General Problem Categories, each of which is matched to a set of approximately 20 Specific Problem Statements. The general problem categories are grouped into eleven problem areas for ease of reference.

The IPI process and supporting survey instruments are built into a simple organizational procedure that allows a district to implement them without imposing unrealistic time or resource requirements upon the participants. The system is simple and straightforward. It minimizes expenditure of time and money and maximizes the usefulness of the decision-making information that it generates.

The essentials of the IPI model are described in the following flowchart of activities. The IPI model requires only seven steps. These seven clearly defined steps involve organizing a committee, conducting five meetings, administering the three survey instruments, and acting on the basis of your findings. These steps can be easily implemented, from start to finish, within a two-month period.

THE ILLINOIS PROBLEMS INDEX – THE PROCESS



District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT I: GENERAL PROBLEM CATEGORIES

Circle "Y" for "Yes" if the problem category listed below represents a current problem area. Circle "E" if the category represents an emerging or future problem area. Circle "N" for "No" if it is not an important problem for the school district to consider at this time. Circle "U" if you are undecided. (Circle one per problem category.)

If you circled "Y" or "E", circle the number below that represents how important the problem area is relative to all of the problem areas for which you circled "Y" or "E".

CODE	PROBLEM CATEGORY	CURRENT PROBLEM AREA	EMERGING PROBLEM AREA	NOT A PROBLEM AREA	UNDECIDED	VERY LITTLE IMPORTANCE	LITTLE IMPORTANCE	SOME IMPORTANCE	CONSIDERABLE IMPORTANCE	VERY GREAT IMPORTANCE
	Curriculum and Instruction in Basic Skills									
01	Reading	Y	E	N	U	1	2	3	4	5
02	Mathematics	Y	E	N	U	1	2	3	4	5
03	Communication Skills/Language Arts	Y	E	N	U	1	2	3	4	5
04	Readiness Skills	Y	E	N	U	1	2	3	4	5
	Curriculum and Instruction in Science									
05	Science	Y	E	N	U	1	2	3	4	5
06	Environmental Education	Y	E	N	U	1	2	3	4	5
	Curriculum and Instruction in Home and Health Science									
07	Consumer Education/Family Life/Home Economics	Y	E	N	U	1	2	3	4	5
08	Health/Safety/Nutrition/Drugs and Alcohol	Y	E	N	U	1	2	3	4	5
09	Physical Education	Y	E	N	U	1	2	3	4	5
10	Interscholastic and Intramural Athletics	Y	E	N	U	1	2	3	4	5
	Curriculum and Instruction in Cultural and Social Studies									
11	Social Studies	Y	E	N	U	1	2	3	4	5
12	Citizenship	Y	E	N	U	1	2	3	4	5
13	Foreign Language	Y	E	N	U	1	2	3	4	5
	Curriculum and Instruction in the Arts									
14	Visual Arts	Y	E	N	U	1	2	3	4	5
15	Music	Y	E	N	U	1	2	3	4	5
16	Literature	Y	E	N	U	1	2	3	4	5
17	Theatre	Y	E	N	U	1	2	3	4	5
18	Dance/Movement	Y	E	N	U	1	2	3	4	5
	Intercurricular Concepts									
19	Vocational and Career Education	Y	E	N	U	1	2	3	4	5
20	International Studies and Cross-Cultural Education	Y	E	N	U	1	2	3	4	5
21	Responsibility/Character Education	Y	E	N	U	1	2	3	4	5
22	Critical Thinking/Problem Solving/Decision Making	Y	E	N	U	1	2	3	4	5
23	Study Skills	Y	E	N	U	1	2	3	4	5
24	Arts in General Education	Y	E	N	U	1	2	3	4	5
	Special Programs									
25	Early Childhood	Y	E	N	U	1	2	3	4	5
26	Gifted	Y	E	N	U	1	2	3	4	5
27	Minority/Disadvantaged	Y	E	N	U	1	2	3	4	5
28	Neglected/Delinquent/Dropout	Y	E	N	U	1	2	3	4	5
29	Adult Education	Y	E	N	U	1	2	3	4	5
30	Special Needs	Y	E	N	U	1	2	3	4	5

District Name _____

County ___ District ___

☐ Board Member ☐ Parent
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ILLINOIS PROBLEMS INDEX INSTRUMENT I: GENERAL PROBLEM CATEGORIES

Circle "Y" for "Yes" if the problem category listed below represents a current problem area. Circle "E" if the category represents an emerging or future problem area. Circle "N" for "No" if it is not an important problem for the school district to consider at this time. Circle "U" if you are undecided. (Circle one per problem category.)

If you circled "Y" or "E", circle the number below that represents how important the problem area is relative to all of the problem areas for which you circled "Y" or "E".

CODE	PROBLEM CATEGORY	CURRENT PROBLEM AREA	EMERGING PROBLEM AREA	NOT A PROBLEM AREA	UNDECIDED	VERY LITTLE IMPORTANCE	LITTLE IMPORTANCE	SOME IMPORTANCE	CONSIDERABLE IMPORTANCE	VERY GREAT IMPORTANCE
	Resource and Support Services									
31	Media and Library Services	Y	E	N	U	1	2	3	4	5
32	Food Services	Y	E	N	U	1	2	3	4	5
33	Transportation Services	Y	E	N	U	1	2	3	4	5
34	Health and Medical Services	Y	E	N	U	1	2	3	4	5
35	Counseling and Guidance Services	Y	E	N	U	1	2	3	4	5
36	Psychological and Social Work Services	Y	E	N	U	1	2	3	4	5
37	Coordination of Pupil Personnel Services	Y	E	N	U	1	2	3	4	5
	Program Planning and Development									
38	Educational Programming	Y	E	N	U	1	2	3	4	5
39	Educational Planning	Y	E	N	U	1	2	3	4	5
40	Pre-service Education	Y	E	N	U	1	2	3	4	5
41	In-service Education	Y	E	N	U	1	2	3	4	5
42	Teaching Methods and Techniques	Y	E	N	U	1	2	3	4	5
	Educational Administration and Policy									
43	Finance and Staffing	Y	E	N	U	1	2	3	4	5
44	Individual Rights and Responsibilities	Y	E	N	U	1	2	3	4	5
45	Physical Plant and Facilities	Y	E	N	U	1	2	3	4	5
46	School-Community Relations	Y	E	N	U	1	2	3	4	5
47	Administrative Organizations	Y	E	N	U	1	2	3	4	5
	Research and Evaluation									
48	Research and Utilization	Y	E	N	U	1	2	3	4	5
49	Selection and Evaluation of Personnel	Y	E	N	U	1	2	3	4	5
50	Evaluation of Students	Y	E	N	U	1	2	3	4	5
51	Evaluation of Education Programs	Y	E	N	U	1	2	3	4	5

District Name

County — District

☐ Board Member ☐ Parent
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☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: READING

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0101	Students cannot read.	Y	N	U		1	2	3	4	5	6	7
0102	Students do not comprehend what is read.	Y	N	U		1	2	3	4	5	6	7
0103	Students do not analyze what is read.	Y	N	U		1	2	3	4	5	6	7
0104	Students do not reason logically from what is read.	Y	N	U		1	2	3	4	5	6	7
0105	Students do not make judgments about what is read.	Y	N	U		1	2	3	4	5	6	7
0106	Students do not have skills for learning new words.	Y	N	U		1	2	3	4	5	6	7
0107	Students do not analyze word root, prefixes and suffixes to determine the meaning of words.	Y	N	U		1	2	3	4	5	6	7
0108	Students do not discriminate between fact and opinion.	Y	N	U		1	2	3	4	5	6	7
0109	Students do not draw conclusions, generalizations, and inferences from what is read.	Y	N	U		1	2	3	4	5	6	7
0110	Students cannot use reference materials efficiently (e.g. dictionaries, encyclopedias).	Y	N	U		1	2	3	4	5	6	7
0111	Students cannot use indexes, table of contents, and glossaries.	Y	N	U		1	2	3	4	5	6	7
0112	Students cannot read graphic materials (e.g., maps, tables, graphs).	Y	N	U		1	2	3	4	5	6	7
0113	Students do not read aloud in an effective manner.	Y	N	U		1	2	3	4	5	6	7
0114	Students do not adapt the style and speed of their reading to particular purposes.	Y	N	U		1	2	3	4	5	6	7
0115	Students do not vary their reading materials.	Y	N	U		1	2	3	4	5	6	7
0116	Students do not choose to read on their own.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

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☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: READING

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 *4 = Grades 9-12*
2 = Grades 4-6 *5 = All Grades*
3 = Grades 7-8 *6 = Other*

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0117	Students do not follow written directions.	Y	N	U		1	2	3	4	5	6	7
0118	Students, ranging from remedial to gifted, are not provided with appropriate curriculum alternatives.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: MATHEMATICS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0201	Students do not know common mathematical definitions, facts and symbols.	Y	N	U		1	2	3	4	5	6	7
0202	Students do not add and subtract with whole numbers.	Y	N	U		1	2	3	4	5	6	7
0203	Students do not multiply and divide with whole numbers.	Y	N	U		1	2	3	4	5	6	7
0204	Students do not know relationships among different units in a given measurement system.	Y	N	U		1	2	3	4	5	6	7
0205	Students do not make transactions involving money.	Y	N	U		1	2	3	4	5	6	7
0206	Students do not understand the metric system of measurement.	Y	N	U		1	2	3	4	5	6	7
0207	Students do not compute with fractions.	Y	N	U		1	2	3	4	5	6	7
0208	Students do not compute with decimals.	Y	N	U		1	2	3	4	5	6	7
0209	Students do not apply ratios and proportions.	Y	N	U		1	2	3	4	5	6	7
0210	Students do not use percents.	Y	N	U		1	2	3	4	5	6	7
0211	Students do not solve word problems.	Y	N	U		1	2	3	4	5	6	7
0212	Students do not use charts, graphs, tables.	Y	N	U		1	2	3	4	5	6	7
0213	Students do not use maps, scale-drawings, and diagrams.	Y	N	U		1	2	3	4	5	6	7
0214	Students do not know algebra concepts.	Y	N	U		1	2	3	4	5	6	7
0215	Students do not solve algebra problems.	Y	N	U		1	2	3	4	5	6	7
0216	Students do not construct geometric proofs.	Y	N	U		1	2	3	4	5	6	7
0217	Students do not solve geometry problems.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

- ☐ Board Member
- ☐ Administrator
- ☐ Teacher
- ☐ Student
- ☐ Parent
- ☐ Community Member (non parent)
- ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: MATHEMATICS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list, if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3
2 = Grades 4-6
3 = Grades 7-8
4 = Grades 9-12
5 = All Grades
6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0218	Students are not offered higher level mathematics.	Y	N	U		1	2	3	4	5	6	7
0219	Students do not receive instruction in calculators and computers.	Y	N	U		1	2	3	4	5	6	7
0220	Students ranging from remedial to gifted, are not provided with appropriate curriculum alternatives.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: COMMUNICATION SKILLS/LANGUAGE ARTS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0301	Students do not have listening skills.	Y	N	U		1	2	3	4	5	6	7
0302	Students are not required to practice listening skills.	Y	N	U		1	2	3	4	5	6	7
0303	Students do not have an adequate vocabulary.	Y	N	U		1	2	3	4	5	6	7
0304	Students do not have creative oral expression.	Y	N	U		1	2	3	4	5	6	7
0305	Students do not enunciate clearly.	Y	N	U		1	2	3	4	5	6	7
0306	Students are not required to practice speaking skills.	Y	N	U		1	2	3	4	5	6	7
0307	Students do not express their thoughts orally so others can understand.	Y	N	U		1	2	3	4	5	6	7
0308	Students do not write legibly.	Y	N	U		1	2	3	4	5	6	7
0309	Students do not use correct punctuation.	Y	N	U		1	2	3	4	5	6	7
0310	Students do not use correct grammar.	Y	N	U		1	2	3	4	5	6	7
0311	Students do not spell correctly.	Y	N	U		1	2	3	4	5	6	7
0312	Students do not express their thoughts in writing so others can understand.	Y	N	U		1	2	3	4	5	6	7
0313	Students do not have creative written expression.	Y	N	U		1	2	3	4	5	6	7
0314	Students are not required to practice writing skills.	Y	N	U		1	2	3	4	5	6	7
0315	Students are not aware of nonverbal communication techniques.	Y	N	U		1	2	3	4	5	6	7
0316	Students are not aware of techniques used in mass media and advertising.	Y	N	U		1	2	3	4	5	6	7
0317	Students do not communicate through the performing arts, e.g., theatre, music, dance.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: READINESS SKILLS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
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3 = Grades 7-8 6 = Other

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0401	Students cannot draw human figures.	Y	N	U		1	2	3	4	5	6	7
0402	Students cannot recite the alphabet from memory.	Y	N	U		1	2	3	4	5	6	7
0403	Students cannot identify and name upper case letters of the alphabet.	Y	N	U		1	2	3	4	5	6	7
0404	Students cannot print their first names correctly.	Y	N	U		1	2	3	4	5	6	7
0405	Students have difficulty being away from parents in group activities.	Y	N	U		1	2	3	4	5	6	7
0406	Students cannot travel alone up to two blocks in their own neighborhood.	Y	N	U		1	2	3	4	5	6	7
0407	Students cannot wash their hands and faces.	Y	N	U		1	2	3	4	5	6	7
0408	Students cannot care for themselves at the toilet.	Y	N	U		1	2	3	4	5	6	7
0409	Students cannot dress themselves unaided.	Y	N	U		1	2	3	4	5	6	7
0410	Students cannot sit and listen attentively.	Y	N	U		1	2	3	4	5	6	7
0411	Students cannot express themselves orally.	Y	N	U		1	2	3	4	5	6	7
0412	Students do not have conceptual skills.	Y	N	U		1	2	3	4	5	6	7
0413	Students cannot take leadership roles in play with others.	Y	N	U		1	2	3	4	5	6	7
0414	Students do not share things with other children.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

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☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: READINESS SKILLS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0415	Students are not tolerant of other points of view.	Y	N	U		1	2	3	4	5	6	7
0416	Students have not developed self-confidence.	Y	N	U		1	2	3	4	5	6	7
0417	Students lack social and emotional development.	Y	N	U		1	2	3	4	5	6	7
0418	Students lack perceptual development.	Y	N	U		1	2	3	4	5	6	7
0419	Students lack motor development.	Y	N	U		1	2	3	4	5	6	7
0420	Students cannot follow directions.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: SCIENCE

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
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If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0501	Students do not know the scientific terminology and symbols.	Y	N	U		1	2	3	4	5	6	7
0502	Students do not know historical aspects of science and technology.	Y	N	U		1	2	3	4	5	6	7
0503	Students do not know the difference between pure and applied science.	Y	N	U		1	2	3	4	5	6	7
0504	Students do not know how to use the scientific method in problem solving.	Y	N	U		1	2	3	4	5	6	7
0505	Students do not know how to reason inductively and deductively.	Y	N	U		1	2	3	4	5	6	7
0506	Students do not know fundamental techniques associated with scientific inquiry (e.g., observing, classifying, inferring).	Y	N	U		1	2	3	4	5	6	7
0507	Students do not have opportunity to use scientific laboratory equipment and procedures.	Y	N	U		1	2	3	4	5	6	7
0508	Students do not understand the purpose of theories or scientific hypotheses.	Y	N	U		1	2	3	4	5	6	7
0509	Students do not know how to interpret and report data.	Y	N	U		1	2	3	4	5	6	7
0510	Students do not know the fundamental principles of biology (e.g., characteristics of living things).	Y	N	U		1	2	3	4	5	6	7
0511	Students do not know the fundamental principles of physics (e.g., classical mechanics, electricity).	Y	N	U		1	2	3	4	5	6	7
0512	Students do not know the fundamental principles of chemistry (e.g., atomic and molecular nature of matter).	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: SCIENCE

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 *4 = Grades 9-12*
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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0513	Students do not know the fundamental principles of earth science (e.g., geological formations).	Y	N	U		1	2	3	4	5	6	7
0514	Students do not evaluate scientific information as presented by the mass media.	Y	N	U		1	2	3	4	5	6	7
0515	Students do not choose to take elective courses in science.	Y	N	U		1	2	3	4	5	6	7
0516	Students, ranging from remedial to gifted, are not provided with curriculum alternatives.	Y	N	U		1	2	3	4	5	6	7
0517	Students are not made aware of career opportunities in science areas.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: ENVIRONMENTAL EDUCATION

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
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If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0601	Students are not aware of the importance of protecting the environment.	Y	N	U		1	2	3	4	5	6	7
0602	Students' behaviors or actions are detrimental to the environment.	Y	N	U		1	2	3	4	5	6	7
0603	Students are not aware of local environmental problems.	Y	N	U		1	2	3	4	5	6	7
0604	Students are not aware of current issues relative to conflicts between economic progress and environmental preservation.	Y	N	U		1	2	3	4	5	6	7
0605	Students do not understand the effects modern technology has had on the environment.	Y	N	U		1	2	3	4	5	6	7
0606	Students are unaware of the processes which maintain ecological balance.	Y	N	U		1	2	3	4	5	6	7
0607	Students are unaware of the effects of human intervention on ecological balance.	Y	N	U		1	2	3	4	5	6	7
0608	Students do not conserve natural resources.	Y	N	U		1	2	3	4	5	6	7
0609	Students do not appreciate the value of recycling waste products.	Y	N	U		1	2	3	4	5	6	7
0610	Students have no knowledge of the effects that social and political policy have on the quality of the environment.	Y	N	U		1	2	3	4	5	6	7
0611	Students do not understand the implications of declining fossil fuel resources.	Y	N	U		1	2	3	4	5	6	7
0612	Students are not aware of alternative energy sources (e.g., water, solar, nuclear).	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0613	Students are not aware of the advantages and disadvantages of various energy sources.	Y	N	U		1	2	3	4	5	6	7
0614	Students are not aware of the effect of chemicals on the environment (e.g., pesticides, aerosols).	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: CONSUMER ED./FAMILY LIFE/HOME ECONOMICS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0701	Students can not budget money for themselves or their families.	Y	N	U		1	2	3	4	5	6	7
0702	Students do not know how to compare products on the basis of quantity and/or quality to determine the best buy.	Y	N	U		1	2	3	4	5	6	7
0703	Students do not know about money management (e.g., savings, insurance, investments).	Y	N	U		1	2	3	4	5	6	7
0704	Students do not have knowledge of consumer protection laws (e.g., The Truth-In-Lending Act).	Y	N	U		1	2	3	4	5	6	7
0705	Students are not aware of the advantages, dangers, and obligations associated with credit buying.	Y	N	U		1	2	3	4	5	6	7
0706	Students do not know the cost associated with supporting a family.	Y	N	U		1	2	3	4	5	6	7
0707	Students are not aware of the importance of the family unit.	Y	N	U		1	2	3	4	5	6	7
0708	Students do not understand the roles of family members in different family situations.	Y	N	U		1	2	3	4	5	6	7
0709	Students have not learned to share views with other family members.	Y	N	U		1	2	3	4	5	6	7
0710	Students do not understand why "generation gap" problems often develop.	Y	N	U		1	2	3	4	5	6	7
0711	Students do not respect their elders.	Y	N	U		1	2	3	4	5	6	7
0712	Students have insufficient skills in child care.	Y	N	U		1	2	3	4	5	6	7
0713	Students do not have knowledge about child development.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II:
CONSUMER ED./FAMILY LIFE/HOME ECONOMICS

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0714	Students do not know how to resolve personal and family conflicts.	Y	N	U		1	2	3	4	5	6	7
0715	Students lack home management skills (i.e., cooking, sewing, decorating, etc.)	Y	N	U		1	2	3	4	5	6	7
0716	Students have not learned how to use their leisure time constructively.	Y	N	U		1	2	3	4	5	6	7

District Name _____

County ___ — District ___

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II:
HEALTH/SAFETY/NUTRITION/DRUGS AND ALCOHOL

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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0801	Students do not have knowledge of sound personal health habits.	Y	N	U		1	2	3	4	5	6	7
0802	Students do not take responsibility for their own health.	Y	N	U		1	2	3	4	5	6	7
0803	Students do not understand the meaning or importance of preventive health practices.	Y	N	U		1	2	3	4	5	6	7
0804	Students do not know where to go for health-related services or products.	Y	N	U		1	2	3	4	5	6	7
0805	Students do not have knowledge about human sexuality.	Y	N	U		1	2	3	4	5	6	7
0806	Students do not develop sexual values.	Y	N	U		1	2	3	4	5	6	7
0807	Students do not have knowledge about sexually transmitted diseases.	Y	N	U		1	2	3	4	5	6	7
0808	Students do not understand causes of and cannot recognize symptoms of mental illness.	Y	N	U		1	2	3	4	5	6	7
0809	Students do not know basic concepts of nutrition.	Y	N	U		1	2	3	4	5	6	7
0810	Students do not know how food preparation can affect nutritional value.	Y	N	U		1	2	3	4	5	6	7
0811	Students do not know the body systems and how they function.	Y	N	U		1	2	3	4	5	6	7
0812	Students do not know proper home safety practices.	Y	N	U		1	2	3	4	5	6	7
0813	Students do not know how to administer emergency medical procedures (i.e., first aid including CPR).	Y	N	U		1	2	3	4	5	6	7
0814	Students do not receive instruction in driver education.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: HEALTH/SAFETY/NUTRITION/DRUGS AND ALCOHOL

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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0815	Students cannot cope with societal, peer, and/or advertisement pressures to use drugs, alcohol, and/or tobacco.	Y	N	U		1	2	3	4	5	6	7
0816	Students do not know the effects drugs and alcohol abuse and/or the use of tobacco may have on the user and on others.	Y	N	U		1	2	3	4	5	6	7
0817	Students do not explore the subject of personal loss (e.g., death, divorce, etc.).	Y	N	U		1	2	3	4	5	6	7
0818	Written learner objectives do not exist for these areas.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: PHYSICAL EDUCATION

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0901	There is no clear distinction in aims and philosophy between physical education, interscholastic athletics, and intramural programs.	Y	N	U		1	2	3	4	5	6	7
0902	There is no provision for daily physical education instruction for K-12.	Y	N	U		1	2	3	4	5	6	7
0903	Physical activities are not planned to progress according to age, skill, or physical development for K-12.	Y	N	U		1	2	3	4	5	6	7
0904	Student evaluation and grading are not based on completion of written course objectives and student achievements.	Y	N	U		1	2	3	4	5	6	7
0905	Physical fitness and skill achievement are not assessed each year.	Y	N	U		1	2	3	4	5	6	7
0906	Students are not physically fit.	Y	N	U		1	2	3	4	5	6	7
0907	Students lack coordination.	Y	N	U		1	2	3	4	5	6	7
0908	Students cannot express themselves through physical movement.	Y	N	U		1	2	3	4	5	6	7
0909	Students do not know the importance of physical fitness.	Y	N	U		1	2	3	4	5	6	7
0910	Students do not have knowledge or have not developed skills useful for recreational activities.	Y	N	U		1	2	3	4	5	6	7
0911	Physical education is not co-educational where required by law.	Y	N	U		1	2	3	4	5	6	7
0912	There is no provision for learners with special needs in the regular instructional program.	Y	N	U		1	2	3	4	5	6	7
0913	There is no evidence of course objectives.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: PHYSICAL EDUCATION

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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0914	Students-equipment ratio is too great for individual learning.	Y	N	U		1	2	3	4	5	6	7
0915	There is no provision to take advantage of community resources and facilities.	Y	N	U		1	2	3	4	5	6	7
0916	Emphasis on interscholastic athletics dominates the physical education program.	Y	N	U		1	2	3	4	5	6	7
0917	Students are not provided a comprehensive physical education program (e.g., team activities, individual activities, physical conditioning).	Y	N	U		1	2	3	4	5	6	7
0918	Sportsmanship is not emphasized.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: INTERSCHOLASTIC & INTRAMURAL ATHLETICS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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3 = Grades 7-8
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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT INTERVIEWS/KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
1001	An interscholastic and intramural athletics program is not provided.	Y	N	U		1	2	3	4	5	6	7
1002	The athletic program does not provide opportunities for all students to participate.	Y	N	U		1	2	3	4	5	6	7
1003	There are inequities in support for various athletics.	Y	N	U		1	2	3	4	5	6	7
1004	There are inequities in support of athletic activities for boys and girls.	Y	N	U		1	2	3	4	5	6	7
1005	Sportsmanship is not emphasized.	Y	N	U		1	2	3	4	5	6	7
1006	Teamwork is not emphasized.	Y	N	U		1	2	3	4	5	6	7
1007	Educational benefits of athletics conflict with the emphasis on winning.	Y	N	U		1	2	3	4	5	6	7
1008	Safety procedures are not practiced.	Y	N	U		1	2	3	4	5	6	7
1009	Proper conditioning and training procedures are not used to minimize injury.	Y	N	U		1	2	3	4	5	6	7
1010	Proper athletic equipment and playing surfaces are not provided for participants.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: SOCIAL STUDIES

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
1101	Students do not know how social organizations begin, develop, and function.	Y	N	U		1	2	3	4	5	6	7
1102	Students do not know how peer groups affect human relationships.	Y	N	U		1	2	3	4	5	6	7
1103	Students do not know how the physical environment affects the development of social organization.	Y	N	U		1	2	3	4	5	6	7
1104	Students do not know basic concepts in the social studies.	Y	N	U		1	2	3	4	5	6	7
1105	Students do not know the history, geography, and culture of the local area.	Y	N	U		1	2	3	4	5	6	7
1106	Students cannot read maps and globes.	Y	N	U		1	2	3	4	5	6	7
1107	Students do not understand contributions made by past and present civilizations.	Y	N	U		1	2	3	4	5	6	7
1108	Students do not understand the historical background of modern political thought and theory.	Y	N	U		1	2	3	4	5	6	7
1109	Students cannot cope with change.	Y	N	U		1	2	3	4	5	6	7
1110	Students do not know about the management of world resources.	Y	N	U		1	2	3	4	5	6	7
1111	Students do not understand important economics, social and/or political problems.	Y	N	U		1	2	3	4	5	6	7
1112	Students do not understand the socialization process.	Y	N	U		1	2	3	4	5	6	7
1113	Students cannot recognize opposing value systems and their influences on social issues.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: SOCIAL STUDIES

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 *4 = Grades 9-12*
2 = Grades 4-6 *5 = All Grades*
3 = Grades 7-8 *6 = Other*

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
1114	Students do not understand interrelationships between beliefs, values, and behavior.	Y	N	U		1	2	3	4	5	6	7
1115	Ethnic and cultural content is not integrated throughout the curriculum.	Y	N	U		1	2	3	4	5	6	7
1116	Courses are not logically sequenced.	Y	N	U		1	2	3	4	5	6	7
1117	Course objectives do not exist.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: CITIZENSHIP

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
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If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
1201	Students do not know the basic structure and functions of their local governments.	Y	N	U		1	2	3	4	5	6	7
1202	Students do not know the basic structure and functions of the state government.	Y	N	U		1	2	3	4	5	6	7
1203	Students do not know the basic structure and functions of the federal government.	Y	N	U		1	2	3	4	5	6	7
1204	Students do not understand basic democratic processes.	Y	N	U		1	2	3	4	5	6	7
1205	Students do not know constitutional rights and liberties.	Y	N	U		1	2	3	4	5	6	7
1206	Students do not understand the relationship between rights and responsibilities.	Y	N	U		1	2	3	4	5	6	7
1207	Students do not know the importance of voting.	Y	N	U		1	2	3	4	5	6	7
1208	Students do not know how to prepare themselves to vote.	Y	N	U		1	2	3	4	5	6	7
1209	Students do not understand that democracy depends on the involvement of its citizens.	Y	N	U		1	2	3	4	5	6	7
1210	Students do not know how citizens can affect government.	Y	N	U		1	2	3	4	5	6	7
1211	Students do not participate in political and governmental activities.	Y	N	U		1	2	3	4	5	6	7
1212	Students have not developed a reasoned committment to values that sustain a free society.	Y	N	U		1	2	3	4	5	6	7
1213	Students have not developed a respect for law and order.	Y	N	U		1	2	3	4	5	6	7
1214	Democracy and democratic processes are not practiced within the school.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: CITIZENSHIP

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

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1215	Students do not feel a sense of belonging to the school community.	Y	N	U		1	2	3	4	5	6	7
1216	Students do not seek knowledge about local, national, and world affairs.	Y	N	U		1	2	3	4	5	6	7
1217	Students will not become personally involved in upholding law and order (i.e., serving as a witness, reporting criminal acts).	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: FOREIGN LANGUAGE

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
1301	Students do not have basic communication skills in a language other than English.	Y	N	U		1	2	3	4	5	6	7
1302	Students do not have the opportunity to study foreign languages and cultures in an uninterrupted sequence from grade school through high school.	Y	N	U		1	2	3	4	5	6	7
1303	There are no advanced foreign language courses.	Y	N	U		1	2	3	4	5	6	7
1304	Students are not given the opportunity to communicate outside the classroom with a person speaking a foreign language.	Y	N	U		1	2	3	4	5	6	7
1305	Members of the community do not appreciate the worth of learning foreign languages and cultures.	Y	N	U		1	2	3	4	5	6	7
1306	Instruction in a variety of foreign languages is not offered.	Y	N	U		1	2	3	4	5	6	7
1307	Programs for teaching English as a second language have not been developed.	Y	N	U		1	2	3	4	5	6	7
1308	The teaching of foreign languages and cultures is not closely coordinated with bilingual/bicultural education, ethnic education, and global education.	Y	N	U		1	2	3	4	5	6	7
1309	There is no curriculum coordination among the grade levels of foreign language.	Y	N	U		1	2	3	4	5	6	7
1310	Foreign language courses do not adequately stress conversational skills.	Y	N	U		1	2	3	4	5	6	7
1311	Foreign language courses do not stress reading and writing skills.	Y	N	U		1	2	3	4	5	6	7
1312	Foreign language courses do not teach an appreciation of culture.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: FOREIGN LANGUAGE

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
1313	Students have not learned to appreciate literature written in a foreign language.	Y	N	U		1	2	3	4	5	6	7
1314	Electronic teaching facilities are inadequate.	Y	N	U		1	2	3	4	5	6	7
1315	Students are not aware of the career, social, educational, and recreational opportunities provided by knowledge of other cultures and languages.	Y	N	U		1	2	3	4	5	6	7
1316	Students do not elect foreign language courses.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: VISUAL ARTS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
1401	Students have not developed an appreciation of color, proportion, design, and texture.	Y	N	U		1	2	3	4	5	6	7
1402	Students have not developed manipulative skills with various materials and tools used in the arts.	Y	N	U		1	2	3	4	5	6	7
1403	Students do not effectively explore forms of creative artistic expression.	Y	N	U		1	2	3	4	5	6	7
1404	Students have not developed perceptual skills in exploring the environment.	Y	N	U		1	2	3	4	5	6	7
1405	Students do not practice creativity through individual experimentation with art media.	Y	N	U		1	2	3	4	5	6	7
1406	Students cannot make judgments about the aesthetic quality of works of art.	Y	N	U		1	2	3	4	5	6	7
1407	Students do not value art as an important human experience.	Y	N	U		1	2	3	4	5	6	7
1408	Students do not produce enough individual works of art.	Y	N	U		1	2	3	4	5	6	7
1409	Students do not apply creative art education to other school situations or curriculum areas.	Y	N	U		1	2	3	4	5	6	7
1410	Students are not exposed to the cultural arts by means of special courses (e.g., art appreciation, art survey, humanities, etc.).	Y	N	U		1	2	3	4	5	6	7
1411	There are insufficient elective art courses.	Y	N	U		1	2	3	4	5	6	7
1412	Students are not offered specialized art courses such as sculpture, painting, drawing, print-making, ceramics, jewelry, or weaving.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: VISUAL ARTS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
1413	Students are not provided with adequate equipment and supplies to participate fully in art education.	Y	N	U		1	2	3	4	5	6	7
1414	Students are not given sufficient opportunity to learn about photography.	Y	N	U		1	2	3	4	5	6	7
1415	Students are not given sufficient opportunity to learn about film-making.	Y	N	U		1	2	3	4	5	6	7
1416	The expertise of the art teacher is not used by teachers of other subjects in developing interdisciplinary approaches to teaching.	Y	N	U		1	2	3	4	5	6	7
1417	Students are not aware of the arts resources of the community.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: MUSIC

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
1501	Students do not have an opportunity to study music as part of the school curriculum.	Y	N	U		1	2	3	4	5	6	7
1502	Students do not have an opportunity for the study and development of instrumental music skills (e.g., strings, keyboard, wind, percussion).	Y	N	U		1	2	3	4	5	6	7
1503	Students do not have an opportunity for the study and development of vocal music skills.	Y	N	U		1	2	3	4	5	6	7
1504	Students are not taught a wide variety of musical styles (classical through pop).	Y	N	U		1	2	3	4	5	6	7
1505	Students are not acquainted with a wide variety of standard pieces of music by title, composer or description.	Y	N	U		1	2	3	4	5	6	7
1506	Students are not acquainted with newer forms of musical expression (e.g., electronic music, creative music writing, improvisation).	Y	N	U		1	2	3	4	5	6	7
1507	Students do not know and cannot use common musical terms.	Y	N	U		1	2	3	4	5	6	7
1508	Students cannot make judgments about the quality of music.	Y	N	U		1	2	3	4	5	6	7
1509	Students cannot read standard music notation.	Y	N	U		1	2	3	4	5	6	7
1510	Students cannot perceive and use the various elements of music (e.g., rhythm, melody, harmony, structure).	Y	N	U		1	2	3	4	5	6	7
1511	A balanced music curriculum does not exist.	Y	N	U		1	2	3	4	5	6	7
1512	Students do not have exposure to performing and non-performing cultural arts.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: MUSIC

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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1513	Students do not have an opportunity for musical expression through movement/dance.	Y	N	U		1	2	3	4	5	6	7
1514	Students do not apply their music educational experiences to other school subject areas (e.g., social studies, language arts, physical education, etc.).	Y	N	U		1	2	3	4	5	6	7
1515	Students do not receive academic credit for music equal to other elective offerings.	Y	N	U		1	2	3	4	5	6	7
1516	Students are not aware of the musical resources of the community.	Y	N	U		1	2	3	4	5	6	7
1517	Students cannot identify musical instruments by their sounds.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: LITERATURE

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
1601	Students do not have an appreciation of literature.	Y	N	U		1	2	3	4	5	6	7
1602	Students are not acquainted with a wide variety of literary works.	Y	N	U		1	2	3	4	5	6	7
1603	Students do not read classical literature.	Y	N	U		1	2	3	4	5	6	7
1604	Students cannot respond to literature emotionally, reflectively, and creatively.	Y	N	U		1	2	3	4	5	6	7
1605	Students cannot understand basic literary metaphors and themes.	Y	N	U		1	2	3	4	5	6	7
1606	Students cannot evaluate works of literature.	Y	N	U		1	2	3	4	5	6	7
1607	Students are not helped to write original essays, stories, or poems.	Y	N	U		1	2	3	4	5	6	7
1608	Students do not participate in literary endeavors.	Y	N	U		1	2	3	4	5	6	7
1609	Students do not know the unique characteristics of oral forms of literature (e.g., songs, jingles, sermons).	Y	N	U		1	2	3	4	5	6	7
1610	Students do not attend literary performances (e.g., plays, operas, poetry readings).	Y	N	U		1	2	3	4	5	6	7
1611	Students cannot recreate a work of literature through oral or dramatic interpretation.	Y	N	U		1	2	3	4	5	6	7
1612	Students do not seek information about contemporary literature from books, theatre and movie reviews.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: THEATRE

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
1701	Students do not appreciate theatre as a performing art.	Y	N	U		1	2	3	4	5	6	7
1702	Students do not have the opportunity or encouragement to participate in the theatre arts.	Y	N	U		1	2	3	4	5	6	7
1703	Students cannot make judgments about artistic expression in theatre, movies, or television.	Y	N	U		1	2	3	4	5	6	7
1704	Theatre and dance are not used to develop students' creative expression.	Y	N	U		1	2	3	4	5	6	7
1705	Creative dramatics skills are not taught.	Y	N	U		1	2	3	4	5	6	7
1706	Students are not given opportunities to learn about design (e.g., scenery, costumes, advertising).	Y	N	U		1	2	3	4	5	6	7
1707	Theatre curricula and extracurricular programs are not supported by adequate budgets.	Y	N	U		1	2	3	4	5	6	7
1708	Students do not have the opportunity to become active in Drama Clubs or theatre-related organizations.	Y	N	U		1	2	3	4	5	6	7
1709	Students do not understand the dramatic literature classics.	Y	N	U		1	2	3	4	5	6	7
1710	Students do not understand the role and effect of audience behavior on productions.	Y	N	U		1	2	3	4	5	6	7
1711	Theatre teachers do not have formal training and experience in the art.	Y	N	U		1	2	3	4	5	6	7
1712	Theatre facilities are not available nor adequate.	Y	N	U		1	2	3	4	5	6	7
1713	Theatre is not included as part of the overall curriculum sequence for grades K-12.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: DANCE/MOVEMENT EDUCATION

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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1801	Students are not taught to express their creativity through the medium of dance/movement.	Y	N	U		1	2	3	4	5	6	7
1802	Students are not encouraged to expand their movement skills through invention or development of different ways to move.	Y	N	U		1	2	3	4	5	6	7
1803	Students do not have the opportunity to participate in dance/movement at all grade levels.	Y	N	U		1	2	3	4	5	6	7
1804	There is no written plan for dance/movement education that includes goals, objectives, or programmatic sequence.	Y	N	U		1	2	3	4	5	6	7
1805	Dance movement for the physically handicapped is not taught in the instructional program.	Y	N	U		1	2	3	4	5	6	7
1806	Students do not have an opportunity to develop their aesthetic sensitivities through dance/movement experiences.	Y	N	U		1	2	3	4	5	6	7
1807	Students are unable to choreograph dances for performance before peers and/or adult audiences.	Y	N	U		1	2	3	4	5	6	7
1808	Students have not been encouraged to appreciate the many forms of dance which have evolved from different cultures.	Y	N	U		1	2	3	4	5	6	7
1809	There has been no instructional development of dance as an art form by relating it to appropriate experiences in other art areas.	Y	N	U		1	2	3	4	5	6	7
1810	Students are not taught traditional dance steps and do not understand their historical significance.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: VOCATIONAL & CAREER EDUCATION

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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1 = Grades K-3 4 = Grades 9-12
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3 = Grades 7-8 6 = Other

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
1901	Students are not helped to choose courses of study that provide maximum opportunities in selecting alternatives available in the job market.	Y	N	U		1	2	3	4	5	6	7
1902	Students are unable to relate their own personal characteristics to occupational requirements.	Y	N	U		1	2	3	4	5	6	7
1903	Students do not know how to plan for career development or change.	Y	N	U		1	2	3	4	5	6	7
1904	Students do not know about jobs or the job market.	Y	N	U		1	2	3	4	5	6	7
1905	Students have no knowledge of training or certification requirements for given occupations.	Y	N	U		1	2	3	4	5	6	7
1906	Students are not prepared for effective use of leisure time.	Y	N	U		1	2	3	4	5	6	7
1907	Students are not given career exploration activities.	Y	N	U		1	2	3	4	5	6	7
1908	Students do not have work experience opportunities during schooling.	Y	N	U		1	2	3	4	5	6	7
1909	Students do not have adequate job-seeking skills.	Y	N	U		1	2	3	4	5	6	7
1910	Students do not have positive attitudes toward work.	Y	N	U		1	2	3	4	5	6	7
1911	Students do not have good work habits.	Y	N	U		1	2	3	4	5	6	7
1912	Students do not have job-safety skills.	Y	N	U		1	2	3	4	5	6	7
1913	Students do not know about unions and professional associations.	Y	N	U		1	2	3	4	5	6	7
1914	Students have not acquired home management skills (i.e., cooking, sewing, decorating, maintenance, etc.).	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

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☐ Teacher
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ILLINOIS PROBLEMS INDEX INSTRUMENT II: VOCATIONAL & CAREER EDUCATION

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1915	Students do not know about practices related to wage-earning (e.g., deductions from gross pay).	Y	N	U		1	2	3	4	5	6	7
1916	Students are unable to work independently or under supervision.	Y	N	U		1	2	3	4	5	6	7
1917	Students are not taught decision-making skills.	Y	N	U		1	2	3	4	5	6	7
1918	Students are not encouraged to participate in career exploration activities outside of the school (e.g., jr. achievement, explorer scouts).	Y	N	U		1	2	3	4	5	6	7
1919	There are no local district advisory committees for career and vocational education.	Y	N	U		1	2	3	4	5	6	7
1920	Students are not taught the career implications of their academic studies.	Y	N	U		1	2	3	4	5	6	7
1921	Students are not exposed to a variety of adult role models.	Y	N	U		1	2	3	4	5	6	7
1922	The curriculum is not arranged in a logical sequence.	Y	N	U		1	2	3	4	5	6	7
1923	Course objectives do not exist.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: INTERNATIONAL STUDIES AND CROSS CULTURAL EDUCATION

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
2001	Students are not aware of other cultures, lifestyles, and languages at home or abroad.	Y	N	U		1	2	3	4	5	6	7
2002	Students do not deal with cultural differences, environmental change, or persons of different backgrounds.	Y	N	U		1	2	3	4	5	6	7
2003	Students do not seek to discover the causes and effects of racial and cultural stereotyping.	Y	N	U		1	2	3	4	5	6	7
2004	Students do not have skills in the interpretation and appreciation of other cultures and ethnic groups.	Y	N	U		1	2	3	4	5	6	7
2005	Students do not have the opportunity to study foreign cultures in an uninterrupted sequence from grade school through high school.	Y	N	U		1	2	3	4	5	6	7
2006	The history, traditions, and concerns of America's ethnic groups are not incorporated into the entire curriculum.	Y	N	U		1	2	3	4	5	6	7
2007	Students do not know the contributions of ethnic groups and of world civilizations past and present.	Y	N	U		1	2	3	4	5	6	7
2008	Students do not know the worth of their own ethnic heritage.	Y	N	U		1	2	3	4	5	6	7
2009	Students do not have an awareness of international interdependence in such areas as energy, the environment, poverty, hunger, banking, communications, technology, and the arts.	Y	N	U		1	2	3	4	5	6	7
2010	Students are not aware of the relationship between history and world issues, trends, and personalities.	Y	N	U		1	2	3	4	5	6	7
2011	The teaching of foreign language, global education, intercultural studies, ethnic education, and bilingual/bicultural education are not coordinated.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

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☐ Teacher
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ILLINOIS PROBLEMS INDEX INSTRUMENT II: INTERNATIONAL STUDIES AND CROSS-CULTURAL EDUCATION

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2012	Cross-cultural and international studies are not integrated into the entire curriculum.	Y	N	U		1	2	3	4	5	6	7
2013	Students do not appreciate the cultural diversity of American society.	Y	N	U		1	2	3	4	5	6	7
2014	There is no program to foster an understanding of a particular culture or of other cultures in general.	Y	N	U		1	2	3	4	5	6	7
2015	There are no materials or curriculum models that effectively address ethnic, cross-cultural, international, global, or inter-city issues.	Y	N	U		1	2	3	4	5	6	7
2016	Students are not aware of the career, social, educational, and recreational opportunities provided by a knowledge of other cultures and languages.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

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ILLINOIS PROBLEMS INDEX INSTRUMENT II: RESPONSIBILITY/CHARACTER EDUCATION

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2101	Students do not understand the importance of self-knowledge.	Y	N	U		1	2	3	4	5	6	7
2102	Students do not have positive attitudes towards themselves and others.	Y	N	U		1	2	3	4	5	6	7
2103	Students have not developed methods for dealing with stress and pressures which affect mental health.	Y	N	U		1	2	3	4	5	6	7
2104	Students have not learned to act on their beliefs and values.	Y	N	U		1	2	3	4	5	6	7
2105	Students have not developed self-respect and a sense of self-worth.	Y	N	U		1	2	3	4	5	6	7
2106	Students have not developed a personal value and belief system.	Y	N	U		1	2	3	4	5	6	7
2107	Students are unable to solve personal problems in an emotionally satisfying manner.	Y	N	U		1	2	3	4	5	6	7
2108	Students cannot manage fear and guilt feelings.	Y	N	U		1	2	3	4	5	6	7
2109	Students are unable to handle emotional situations (e.g., conflict, competition, aggression).	Y	N	U		1	2	3	4	5	6	7
2110	Students are unable to adjust emotionally to change.	Y	N	U		1	2	3	4	5	6	7
2111	Students are not concerned about their involvement and achievement in school.	Y	N	U		1	2	3	4	5	6	7
2112	Students' absentee and dropout rates are high.	Y	N	U		1	2	3	4	5	6	7
2113	Students do not know cultural phenomena and traditions on the shaping of moral values.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

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ILLINOIS PROBLEMS INDEX INSTRUMENT II: RESPONSIBILITY/CHARACTER EDUCATION

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2114	Students have not learned a process for setting goals in a comprehensive manner or on an ongoing basis.	Y	N	U		1	2	3	4	5	6	7
2115	Students have not developed ethical, social, or spiritual values.	Y	N	U		1	2	3	4	5	6	7
2116	Students make personal decisions without considering the moral consequences of their actions.	Y	N	U		1	2	3	4	5	6	7
2117	Students do not have the opportunity to analyze and discuss moral dilemmas.	Y	N	U		1	2	3	4	5	6	7
2118	Students have not developed a moral and ethical commitment to contribute to the well-being of all humankind.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II:
CRITICAL THINKING/PROBLEM SOLVING/DECISION MAKING

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2201	Students do not have intellectual curiosity.	Y	N	U		1	2	3	4	5	6	7
2202	Students do not know how to obtain information.	Y	N	U		1	2	3	4	5	6	7
2203	Students have not learned strategies for processing information (e.g., coding, analyzing, retrieving).	Y	N	U		1	2	3	4	5	6	7
2204	Students cannot analyze and state the pros and cons of an issue.	Y	N	U		1	2	3	4	5	6	7
2205	Students cannot predict short and long-term consequences of alternatives.	Y	N	U		1	2	3	4	5	6	7
2206	Students have not acquired, nor do they apply, skills of critical thinking.	Y	N	U		1	2	3	4	5	6	7
2207	Students do not examine critically their own abilities, limitations, potentials, and needs.	Y	N	U		1	2	3	4	5	6	7
2208	Students do not think critically about the merits of their own work, educational progress, and decisions.	Y	N	U		1	2	3	4	5	6	7
2209	Students cannot think logically and critically in solving problems.	Y	N	U		1	2	3	4	5	6	7
2210	Students do not apply their knowledge and skills to problem solving.	Y	N	U		1	2	3	4	5	6	7
2211	Students do not use available resources in problem solving.	Y	N	U		1	2	3	4	5	6	7
2212	Students have not developed decision-making skills.	Y	N	U		1	2	3	4	5	6	7
2213	Students cannot make choices and decisions based on the best information available.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
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☐ Teacher
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ILLINOIS PROBLEMS INDEX INSTRUMENT II:
CRITICAL THINKING/PROBLEM SOLVING/DECISION MAKING

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2214	Students do not have confidence in their own judgment.	Y	N	U		1	2	3	4	5	6	7
2215	Students have not developed the ability to adjust behaviors from past experiences.	Y	N	U		1	2	3	4	5	6	7
2216	Students perceive problem-solving situations as threats rather than challenges.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
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ILLINOIS PROBLEMS INDEX INSTRUMENT II: STUDY SKILLS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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2301	Students have not learned to use the library decimal system and card catalogue.	Y	N	U		1	2	3	4	5	6	7
2302	Students have not learned to use a dictionary.	Y	N	U		1	2	3	4	5	6	7
2303	Students cannot outline material.	Y	N	U		1	2	3	4	5	6	7
2304	Students cannot summarize material.	Y	N	U		1	2	3	4	5	6	7
2305	Students cannot take notes on written material.	Y	N	U		1	2	3	4	5	6	7
2306	Students cannot takes notes on orally presented material.	Y	N	U		1	2	3	4	5	6	7
2307	Students cannot memorize material.	Y	N	U		1	2	3	4	5	6	7
2308	Students cannot prepare reports based on material studied.	Y	N	U		1	2	3	4	5	6	7
2309	Students have not developed the ability to plan their study time effectively.	Y	N	U		1	2	3	4	5	6	7
2310	Students have not developed the ability to study independently.	Y	N	U		1	2	3	4	5	6	7
2311	Students are not aware of available self-study aids (e.g., film strips, programmed learning materials, audio tapes, etc.).	Y	N	U		1	2	3	4	5	6	7
2312	Students do not assume responsibility for their own learning.	Y	N	U		1	2	3	4	5	6	7
2313	Students do not know how they learn best.	Y	N	U		1	2	3	4	5	6	7
2314	Students are not able to select appropriate reference materials.	Y	N	U		1	2	3	4	5	6	7
2315	Students do not know how to process reference materials.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: ARTS IN GENERAL EDUCATION

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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2401	Students in elementary schools do not receive their arts instruction from teachers trained in the arts.	Y	N	U		1	2	3	4	5	6	7
2402	Students in secondary schools who are not talented in the performing and/or creative arts have little opportunity for formal learning in or about the arts.	Y	N	U		1	2	3	4	5	6	7
2403	The arts are not being integrated in the curriculum to enrich and extend other subject areas, e.g., mathematics and science.	Y	N	U		1	2	3	4	5	6	7
2404	Students do not know the interrelationship between the arts disciplines.	Y	N	U		1	2	3	4	5	6	7
2405	Gifted or handicapped students have special needs that are not being met by creative experiences in the arts.	Y	N	U		1	2	3	4	5	6	7
2406	Students are not introduced to the arts resources (e.g., creative artists, performing groups, and cultural facilities) in their community, state, region, and nation.	Y	N	U		1	2	3	4	5	6	7
2407	Students do not have the opportunity to participate in all the performing and visual arts—music, theatre, dance, visual arts, literary arts, media arts.	Y	N	U		1	2	3	4	5	6	7
2408	Elementary classroom teachers and arts teachers do not have planning time, nor teaching time, together.	Y	N	U		1	2	3	4	5	6	7
2409	Arts programs do not follow a sequential plan for students K-12.	Y	N	U		1	2	3	4	5	6	7
2410	Arts programs are not supported by adequate budgets.	Y	N	U		1	2	3	4	5	6	7
2411	Students are not aware of the aesthetics decisions they make daily.	Y	N	U		1	2	3	4	5	6	7
2412	Students do not appreciate the cultural contribution the arts make in societies of the world.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: EARLY CHILDHOOD

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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2501	There is no early childhood program.	Y	N	U		1	2	3	4	5	6	7
2502	Referral requirements for pre-schoolers with developmental delays and problems are not met.	Y	N	U		1	2	3	4	5	6	7
2503	There is no parental involvement in home instruction.	Y	N	U		1	2	3	4	5	6	7
2504	There is no in-service education to provide child development information.	Y	N	U		1	2	3	4	5	6	7
2505	There is no provision for screening all pre-schoolers.	Y	N	U		1	2	3	4	5	6	7
2506	There are no services provided after preschool screening.	Y	N	U		1	2	3	4	5	6	7
2507	There are no diagnostic and prescriptive services for high risk students.	Y	N	U		1	2	3	4	5	6	7
2508	There is no program to minimize learning problems and delays.	Y	N	U		1	2	3	4	5	6	7
2509	Students are not instructed at their skill levels.	Y	N	U		1	2	3	4	5	6	7
2510	There is no variety of learning situations.	Y	N	U		1	2	3	4	5	6	7
2511	There is no provision for treatment of emotional, social, and behavioral problems.	Y	N	U		1	2	3	4	5	6	7
2512	Constructive and healthy relations with family and peers have not been sufficiently emphasized.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: GIFTED

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3
2 = Grades 4-6
3 = Grades 7-8
4 = Grades 9-12
5 = All Grades
6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
2601	There are no procedures to identify gifted students.	Y	N	U		1	2	3	4	5	6	7
2602	Programs for gifted students are not provided.	Y	N	U		1	2	3	4	5	6	7
2603	Nondiscriminatory practices in identification of gifted students are not practiced.	Y	N	U		1	2	3	4	5	6	7
2604	There are no learning opportunities in specific academic subjects for gifted students.	Y	N	U		1	2	3	4	5	6	7
2605	There are no opportunities for gifted students to develop in specific arts areas.	Y	N	U		1	2	3	4	5	6	7
2606	There is no program for gifted preschoolers.	Y	N	U		1	2	3	4	5	6	7
2607	Gifted students do not receive help in developing interpersonal relationships.	Y	N	U		1	2	3	4	5	6	7
2608	Gifted students do not receive instruction in creative thinking.	Y	N	U		1	2	3	4	5	6	7
2609	Gifted students are not encouraged to initiate learning activity.	Y	N	U		1	2	3	4	5	6	7
2610	Gifted students do not have the opportunity to participate in educational opportunitiss beyond their grade level.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: MINORITY/DISADVANTAGED

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
2701	There are no compensatory education programs for minority disadvantaged children.	Y	N	U		1	2	3	4	5	6	7
2702	Instruction is not provided to encourage self-improvement.	Y	N	U		1	2	3	4	5	6	7
2703	There is no inservice on teaching minority/disadvantaged.	Y	N	U		1	2	3	4	5	6	7
2704	The district does not use technical assistance in curriculum development.	Y	N	U		1	2	3	4	5	6	7
2705	Minority pupils are not used as leaders in promoting racial understanding.	Y	N	U		1	2	3	4	5	6	7
2706	Equal educational opportunity is not evident.	Y	N	U		1	2	3	4	5	6	7
2707	There are no programs for specific needs of minority/disadvantaged in urban areas.	Y	N	U		1	2	3	4	5	6	7
2708	There are no programs to lessen feelings of prejudice, frustration, and anger among minority/disadvantaged students.	Y	N	U		1	2	3	4	5	6	7
2709	Integration of minority/disadvantaged students in the school is not promoted.	Y	N	U		1	2	3	4	5	6	7
2710	Minority faculty and staff are not proportional to the number of minority school children.	Y	N	U		1	2	3	4	5	6	7
2711	There is no representative of minority/disadvantaged persons on school committees.	Y	N	U		1	2	3	4	5	6	7
2712	There are no bilingual or bicultural programs.	Y	N	U		1	2	3	4	5	6	7
2713	There are no programs for non-English speaking students.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: MINORITY/DISADVANTAGED

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
2714	There is no effort to achieve a mixture of racial and ethnic groups in the school.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: NEGLECTED/DELINQUENT/DROPOUT

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 *4 = Grades 9-12*
2 = Grades 4-6 *5 = All Grades*
3 = Grades 7-8 *6 = Other*

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
2801	There are no programs for institutionalized delinquents.	Y	N	U		1	2	3	4	5	6	7
2802	There is inadequate treatment of institutionalized delinquents and dependent children.	Y	N	U		1	2	3	4	5	6	7
2803	There are no programs for diagnosis and treatment of students with persistent behavior problems.	Y	N	U		1	2	3	4	5	6	7
2804	Basic skills are not stressed for neglected and delinquent students.	Y	N	U		1	2	3	4	5	6	7
2805	Neglected and delinquent students are not provided with vocational education for employment.	Y	N	U		1	2	3	4	5	6	7
2806	Development of self-concept is not encouraged for neglected and delinquent students.	Y	N	U		1	2	3	4	5	6	7
2807	There is no dropout identification and prevention program.	Y	N	U		1	2	3	4	5	6	7
2808	There is no parental involvement in dropout prevention.	Y	N	U		1	2	3	4	5	6	7
2809	There are no alternative school programs for dropouts.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: ADULT EDUCATION

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
2901	There is no adult education program.	Y	N	U		1	2	3	4	5	6	7
2902	Procedures discourage enrollment of adult learners.	Y	N	U		1	2	3	4	5	6	7
2903	There is no joint planning with community and agencies concerned with adult education.	Y	N	U		1	2	3	4	5	6	7
2904	The high school equivalency testing program is not flexible enough to meet client needs.	Y	N	U		1	2	3	4	5	6	7
2905	There is no organized follow-up of adult graduates and dropouts.	Y	N	U		1	2	3	4	5	6	7
2906	The potential of the adult learner is not tested and considered in curriculum development.	Y	N	U		1	2	3	4	5	6	7
2907	Auditory and visual screening tests and minimum levels required for instruction have not been established for adult learners.	Y	N	U		1	2	3	4	5	6	7
2908	Retraining programs for older adults are not provided.	Y	N	U		1	2	3	4	5	6	7
2909	Curriculum materials for adult learners are not available.	Y	N	U		1	2	3	4	5	6	7
2910	Motivation techniques are not emphasized for adult learners.	Y	N	U		1	2	3	4	5	6	7
2911	There are no bilingual and bicultural programs for adult learners.	Y	N	U		1	2	3	4	5	6	7
2912	Realistic pacing for adult learners' self-instruction has not been determined.	Y	N	U		1	2	3	4	5	6	7
2913	Coping, vocational, and career-oriented skills are not emphasized for adult learners.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: ADULT EDUCATION

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 *4 = Grades 9-12*
2 = Grades 4-6 *5 = All Grades*
3 = Grades 7-8 *6 = Other*

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
2914	Retirement preparation programs are not provided for adult learners.	Y	N	U		1	2	3	4	5	6	7
2915	Study skills are not taught to adult learners.	Y	N	U		1	2	3	4	5	6	7
2916	Adult learners do not have the opportunity to learn to use leisure time.	Y	N	U		1	2	3	4	5	6	7
2917	Provision is not made for Senior Citizen involvement.	Y	N	U		1	2	3	4	5	6	7
2918	Adult learners are not accorded sufficient status in the educational system.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: SPECIAL NEEDS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
3001	Procedures for identifying learners with special needs are inadequate.	Y	N	U		1	2	3	4	5	6	7
3002	Regulations for educating learners with special needs are not followed.	Y	N	U		1	2	3	4	5	6	7
3003	Curriculum programs have not been developed for all learners with special needs.	Y	N	U		1	2	3	4	5	6	7
3004	Instructional materials and settings have not been adapted for learners with physical, visual, and hearing handicaps.	Y	N	U		1	2	3	4	5	6	7
3005	Multi-sensory approaches are not used to instruct learners with special needs.	Y	N	U		1	2	3	4	5	6	7
3006	There is no program to help learners with special needs learn socially appropriate behaviors.	Y	N	U		1	2	3	4	5	6	7
3007	Special instructional settings are not provided as needed.	Y	N	U		1	2	3	4	5	6	7
3008	There is no alternative occupational program to ensure employment for learners with special needs.	Y	N	U		1	2	3	4	5	6	7
3009	There is no sheltered workshop program for mentally handicapped learners.	Y	N	U		1	2	3	4	5	6	7
3010	There is no program to teach self-care skills to mentally and physically handicapped students.	Y	N	U		1	2	3	4	5	6	7
3011	Learners with special needs do not have necessary support services (e.g., psychologist, social worker, adaptive P.E., physical therapy).	Y	N	U		1	2	3	4	5	6	7
3012	There is no in-service program to train staff to help learners with special needs.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: SPECIAL NEEDS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 *4 = Grades 9-12*
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If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
3013	Behavior management techniques are not used to help students with emotional, behavioral, and social problems.	Y	N	U		1	2	3	4	5	6	7
3014	Information is not communicated to assist placement of the learner with special needs in the regular classroom.	Y	N	U		1	2	3	4	5	6	7
3015	Learners with special needs do not have alternatives to conventional testing procedures to demonstrate learning.	Y	N	U		1	2	3	4	5	6	7
3016	Parents are not involved in the education program of learners with special needs.	Y	N	U		1	2	3	4	5	6	7
3017	Instruction for homebound and hospitalized learners with special needs is not provided.	Y	N	U		1	2	3	4	5	6	7
3018	Help for the low-incidence (e.g., blind, deaf) handicapped learners is not adequate.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: MEDIA/LIBRARY SERVICES

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 .4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
3101	There is no media/library center.	Y	N	U		1	2	3	4	5	6	7
3102	The media center is not readily available.	Y	N	U		1	2	3	4	5	6	7
3103	Media materials are not evaluated before purchase.	Y	N	U		1	2	3	4	5	6	7
3104	There is no policy for selecting media materials.	Y	N	U		1	2	3	4	5	6	7
3105	Separate viewing, listening, and study areas are not available.	Y	N	U		1	2	3	4	5	6	7
3106	Facilities for the operation of media equipment are inadequate.	Y	N	U		1	2	3	4	5	6	7
3107	Storage facilities are not adequate.	Y	N	U		1	2	3	4	5	6	7
3108	Media materials are not sufficient for curricular needs.	Y	N	U		1	2	3	4	5	6	7
3109	Media equipment is not sufficient for curricular needs.	Y	N	U		1	2	3	4	5	6	7
3110	Provision is not made for staff and students to prepare and duplicate materials.	Y	N	U		1	2	3	4	5	6	7
3111	Teachers are not assisted in using media resources.	Y	N	U		1	2	3	4	5	6	7
3112	No resource sharing outside the school exists.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: FOOD SERVICE

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
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If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
3201	No school lunch program exists.	Y	N	U		1	2	3	4	5	6	7
3202	Food menus are not varied.	Y	N	U		1	2	3	4	5	6	7
3203	Non-discriminatory practices are not enforced in meal programs.	Y	N	U		1	2	3	4	5	6	7
3204	Meals are not served efficiently.	Y	N	U		1	2	3	4	5	6	7
3205	Purchasing systems (including planning and control for food purchases) do not exist.	Y	N	U		1	2	3	4	5	6	7
3206	Food service personnel are not qualified.	Y	N	U		1	2	3	4	5	6	7
3207	Nutrition standards are below Type A school lunch regulations.	Y	N	U		1	2	3	4	5	6	7
3208	Regulation standards are not met.	Y	N	U		1	2	3	4	5	6	7
3209	Sanitation standards are not met.	Y	N	U		1	2	3	4	5	6	7
3210	Food service does not meet student demands.	Y	N	U		1	2	3	4	5	6	7
3211	In-service training is not provided for food service personnel.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: TRANSPORTATION SERVICES

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
3301	School buses do not meet safety standards.	Y	N	U		1	2	3	4	5	6	7
3302	Bus driver training regulations are not met.	Y	N	U		1	2	3	4	5	6	7
3303	Transportation safety is not emphasized.	Y	N	U		1	2	3	4	5	6	7
3304	Efficient routes have not been established.	Y	N	U		1	2	3	4	5	6	7
3305	School bus discipline is not maintained.	Y	N	U		1	2	3	4	5	6	7
3306	Mutual driver-student respect is not evident.	Y	N	U		1	2	3	4	5	6	7
3307	Cost-effectiveness is not evident in the bus maintenance program.	Y	N	U		1	2	3	4	5	6	7
3308	Merits of alternative bus services (owned, leased, contracted) have not been considered.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: HEALTH AND MEDICAL SERVICES

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 *4 = Grades 9-12*
2 = Grades 4-6 *5 = All Grades*
3 = Grades 7-8 *6 = Other*

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
3401	State student health regulations are not observed.	Y	N	U		1	2	3	4	5	6	7
3402	Knowledge about health agencies is not provided to students, parents, and staff.	Y	N	U		1	2	3	4	5	6	7
3403	Periodic health check-ups are not promoted for students and their families.	Y	N	U		1	2	3	4	5	6	7
3404	School nurse facilities do not meet demands.	Y	N	U		1	2	3	4	5	6	7
3405	First aid care, including CPR, is not available at all times.	Y	N	U		1	2	3	4	5	6	7
3406	Emergency care policies and procedures are inadequate.	Y	N	U		1	2	3	4	5	6	7
3407	There are no inservice programs for emergency medical treatment.	Y	N	U		1	2	3	4	5	6	7
3408	There are no inservice programs for prevention and control of diseases.	Y	N	U		1	2	3	4	5	6	7
3409	School health programs are not consistent with district policies on health services.	Y	N	U		1	2	3	4	5	6	7
3410	There is no coordination of services between school health and social service agencies.	Y	N	U		1	2	3	4	5	6	7
3411	Health services have not been coordinated with those of other pupil personnel services.	Y	N	U		1	2	3	4	5	6	7
3412	Health services personnel are not included as members of a pupil personnel services team.	Y	N	U		1	2	3	4	5	6	7
3413	Health services personnel are not involved in curriculum development and instruction.	Y	N	U		1	2	3	4	5	6	7
3414	Required records and reports of health services are not maintained.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: HEALTH AND MEDICAL SERVICES

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
3415	There is no venereal disease information or referral service for students and staff.	Y	N	U		1	2	3	4	5	6	7
3416	There is no birth control information or referral service for students and staff.	Y	N	U		1	2	3	4	5	6	7
3417	There is no child abuse information or referral service for students and staff.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: COUNSELING & GUIDANCE SERVICES

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 *4 = Grades 9-12*
2 = Grades 4-6 *5 = All Grades*
3 = Grades 7-8 *6 = Other*

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
3501	There are not enough guidance and counseling personnel.	Y	N	U		1	2	3	4	5	6	7
3502	Counseling and guidance facilities are inadequate.	Y	N	U		1	2	3	4	5	6	7
3503	Non-discrimination in guidance and counseling is not practical.	Y	N	U		1	2	3	4	5	6	7
3504	Guidance and counseling activities have not been coordinated with other staff services.	Y	N	U		1	2	3	4	5	6	7
3505	Both individual and group counseling are not used in delivering guidance and counseling services.	Y	N	U		1	2	3	4	5	6	7
3506	The identification and referral of students with counseling and guidance needs is ineffective.	Y	N	U		1	2	3	4	5	6	7
3507	Guidance personnel do not pay sufficient attention to self-concept and adjustment needs of students.	Y	N	U		1	2	3	4	5	6	7
3508	There is no occupational interest survey for each student as part of the guidance services.	Y	N	U		1	2	3	4	5	6	7
3509	Guidance personnel do not provide adequate assistance to students regarding high school curriculum, career development and interests.	Y	N	U		1	2	3	4	5	6	7
3510	Counselors do not effectively utilize community resources.	Y	N	U		1	2	3	4	5	6	7
3511	There are no follow-up procedures.	Y	N	U		1	2	3	4	5	6	7
3512	Counselors do not upgrade their professional skills.	Y	N	U		1	2	3	4	5	6	7
3513	Counselors do not assist new students.	Y	N	U		1	2	3	4	5	6	7
3514	Counselor-parent contacts are not sufficient.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: PSYCHOLOGICAL AND SOCIAL WORK SERVICES

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 *4 = Grades 9-12*
2 = Grades 4-6 *5 = All Grades*
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If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
3601	Staff are not aware of available psychological and social work services.	Y	N	U		1	2	3	4	5	6	7
3602	Psychological and social work services are insufficient.	Y	N	U		1	2	3	4	5	6	7
3603	There is no provision for group therapy.	Y	N	U		1	2	3	4	5	6	7
3604	Needs for psychological and social work services of the student population have not been assessed.	Y	N	U		1	2	3	4	5	6	7
3605	Psychological and social work services are not coordinated with other staff services.	Y	N	U		1	2	3	4	5	6	7
3606	There are no staff inservice activities in psychological and social work services.	Y	N	U		1	2	3	4	5	6	7
3607	Technicians trained in conducting psychological testing and interpreting results are not utilized.	Y	N	U		1	2	3	4	5	6	7
3608	School psychologists do not interpret their findings and provide follow-up to other school personnel directly involved.	Y	N	U		1	2	3	4	5	6	7
3609	There is no provision for parent involvement.	Y	N	U		1	2	3	4	5	6	7
3610	The social work service does not act as a liaison between the school and the community.	Y	N	U		1	2	3	4	5	6	7
3611	Periodic evaluations of psychological and social work services are not conducted.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: COORDINATION OF PUPIL PERSONNEL SERVICES

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
3701	There are no written guidelines, procedures, and objectives for pupil personnel services.	Y	N	U		1	2	3	4	5	6	7
3702	There is no effective coordination among pupil personnel services.	Y	N	U		1	2	3	4	5	6	7
3703	There is no coordination between pupil personnel and other staff services.	Y	N	U		1	2	3	4	5	6	7
3704	Adequate and equal delivery of pupil personnel services has not been promoted.	Y	N	U		1	2	3	4	5	6	7
3705	There in no coordination between pupil personnel services and other social service agencies in the community.	Y	N	U		1	2	3	4	5	6	7
3706	Information about the resources of pupil personnel services are not communicated to staff, students, and the community.	Y	N	U		1	2	3	4	5	6	7
3707	There is no periodic assessment of changing needs for pupil personnel services.	Y	N	U		1	2	3	4	5	6	7
3708	Pupil personnel services are inadequate.	Y	N	U		1	2	3	4	5	6	7
3709	Non-discrimination in delivery of pupil personnel services is not practiced.	Y	N	U		1	2	3	4	5	6	7
3710	Parents are not involved in pupil personnel services.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: EDUCATIONAL PROGRAMMING

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)		CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
3801	Students are not viewed as the primary clients of the educational system.	Y	N	U			1	2	3	4	5	6	7
3802	Curricula are not developed in detail.	Y	N	U			1	2	3	4	5	6	7
3803	Curricula are not easily understood by people who work with them.	Y	N	U			1	2	3	4	5	6	7
3804	Changes in curriculum are not made in response to changing needs.	Y	N	U			1	2	3	4	5	6	7
3802	Teachers and students are not involved in decision making about educational experiences.	Y	N	U			1	2	3	4	5	6	7
3806	Curricula are not coordinated with other agencies to avoid duplication.	Y	N	U			1	2	3	4	5	6	7
3807	Decision-making and problem-solving methods are not stressed in educational programming.	Y	N	U			1	2	3	4	5	6	7
3808	Community needs are not considered when planning educational programs.	Y	N	U			1	2	3	4	5	6	7
3809	Coordination among district schools in programming is not effective.	Y	N	U			1	2	3	4	5	6	7
3810	The community's cultural resources are not effectively used in programming.	Y	N	U			1	2	3	4	5	6	7
3811	There are no learning options outside of the education system as alternatives to conventional schools.	Y	N	U			1	2	3	4	5	6	7
3812	There is not a variety of learning situtations responsive to individual needs.	Y	N	U			1	2	3	4	5	6	7
3813	There is no summer educational program.	Y	N	U			1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: EDUCATIONAL PROGRAMMING

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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3814	Credit is not granted for non-classroom experiences.	Y	N	U		1	2	3	4	5	6	7
3815	Credit and non-credit furloughs to permit the pupil to leave and re-enter the school system are not offered.	Y	N	U		1	2	3	4	5	6	7
3816	Students are not released from traditional, formal block scheduling of school time.	Y	N	U		1	2	3	4	5	6	7
3817	There is no demonstration of required competencies before graduation.	Y	N	U		1	2	3	4	5	6	7
3818	Paraprofessional aides are not effectively used.	Y	N	U		1	2	3	4	5	6	7
3819	There is an inadequate pupil-teacher ratio.	Y	N	U		1	2	3	4	5	6	7
3820	Curriculum and instructional materials available from the state education agency are not identified.	Y	N	U		1	2	3	4	5	6	7
3821	Curriculm and instructional materials available from the state education agency are not utilized.	Y	N	U		1	2	3	4	5	6	7
3822	Services of the state education agency to develop alternative strategies in arts and physical education for districts facing severe staff and program reduction are not utilized.	Y	N	U		1	2	3	4	5	6	7
3823	There is no attempt to criticize and influence state and federal legislation affecting educational programs and materials.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: EDUCATIONAL PLANNING

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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3901	Goals, guidelines, and limits of educational planning have not been established.	Y	N	U		1	2	3	4	5	6	7
3902	Educational goals are not stated in terms of performance criteria or measurable objectives.	Y	N	U		1	2	3	4	5	6	7
3903	Measurable objectives are not used to increase accountability of teachers and administrators.	Y	N	U		1	2	3	4	5	6	7
3904	Identified needs are not stated as problems towards which planning should be directed.	Y	N	U		1	2	3	4	5	6	7
3905	There is no provision for systematic long-range planning.	Y	N	U		1	2	3	4	5	6	7
3906	There is no provision for faculty involvement in long-range planning.	Y	N	U		1	2	3	4	5	6	7
3907	There is no provision for student involvement in long-range planning.	Y	N	U		1	2	3	4	5	6	7
3908	There is no provision for community and advisory committee involvement in long-range planning.	Y	N	U		1	2	3	4	5	6	7
3909	Data used for planning are not comprehensive.	Y	N	U		1	2	3	4	5	6	7
3910	School administrators do not have planning skills and techniques.	Y	N	U		1	2	3	4	5	6	7
3911	There is no time devoted to educational planning.	Y	N	U		1	2	3	4	5	6	7
3912	There is no community participation in the planning of new schools.	Y	N	U		1	2	3	4	5	6	7
3913	Staff development is not planned.	Y	N	U		1	2	3	4	5	6	7
3914	Needed personnel, materials, services and costs related to planning are not identified.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: EDUCATIONAL PLANNING

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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3915	Assessment data on current programs are not used to plan for necessary program revisions.	Y	N	U		1	2	3	4	5	6	7
3916	Educational planning does not include alternatives for implementation.	Y	N	U		1	2	3	4	5	6	7
3917	There are not adequate procedures for projecting various revenues, whether local, state, or otherwise.	Y	N	U		1	2	3	4	5	6	7
3918	There is no model to predict the number and cost of new, continuing, and retiring faculty members.	Y	N	U		1	2	3	4	5	6	7
3919	There is no model to project school and district enrollment to determine future needs.	Y	N	U		1	2	3	4	5	6	7
3920	Plans are not made to ensure efficient use of resources.	Y	N	U		1	2	3	4	5	6	7
3921	Educational consultants who are qualified to assist the district in identifying and meeting needs are not utilized.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: PRE-SERVICE EDUCATION

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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4001	Teacher education centers in local school districts are not provided.	Y	N	U		1	2	3	4	5	6	7
4002	Teachers of teachers do not have recent classroom experience.	Y	N	U		1	2	3	4	5	6	7
4003	Prospective teachers are not exposed to a variety of teaching and learning objectives.	Y	N	U		1	2	3	4	5	6	7
4004	Prospective teachers are not exposed to a wide range of classroom environments.	Y	N	U		1	2	3	4	5	6	7
4005	Psychological knowledge is not translated into lay language before it is presented to teachers.	Y	N	U		1	2	3	4	5	6	7
4006	The study of the learning process is not included in teacher education.	Y	N	U		1	2	3	4	5	6	7
4007	There are no learning experiences to develop self-awareness in teachers.	Y	N	U		1	2	3	4	5	6	7
4008	Teachers are not trained to teach in a variety of types of schools.	Y	N	U		1	2	3	4	5	6	7
4009	There is no emphasis on training teachers to be generalists as well as specialists.	Y	N	U		1	2	3	4	5	6	7
4010	Teachers are not trained to have multiple areas of competency.	Y	N	U		1	2	3	4	5	6	7
4011	Teachers are not taught skills in motivating students.	Y	N	U		1	2	3	4	5	6	7
4012	Teachers are not taught interpersonal skills.	Y	N	U		1	2	3	4	5	6	7
4013	Teachers are not taught skills in diagnosing problems and prescribing and implementing resolutions.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: PRE-SERVICE EDUCATION

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4014	Content-area teachers are not trained in their subject area.	Y	N	U		1	2	3	4	5	6	7
4015	Teachers are not prepared for non-traditional, non-school settings.	Y	N	U		1	2	3	4	5	6	7
4016	Teacher education courses are not continually evaluated for their quality and relevance.	Y	N	U		1	2	3	4	5	6	7
4017	Teachers are not taught that students must be active participants in learning.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: IN-SERVICE EDUCATION

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4101	Teacher in-service education does not emphasize personal development and professional growth.	Y	N	U		1	2	3	4	5	6	7
4102	There is no provision for release-time for in-service education.	Y	N	U		1	2	3	4	5	6	7
4103	Teachers are not encouraged or guided in experimentation with varied teaching techniques.	Y	N	U		1	2	3	4	5	6	7
4104	Training to up-grade teacher competencies is not provided.	Y	N	U		1	2	3	4	5	6	7
4105	There is no process manual describing effective approaches to teaching.	Y	N	U		1	2	3	4	5	6	7
4106	There is no technical assistance for those participating in in-service training.	Y	N	U		1	2	3	4	5	6	7
4107	There are no in-service workshops for substitute teachers, para-professionals, and other support staff.	Y	N	U		1	2	3	4	5	6	7
4108	In-service education is not an integral part of the accountability system.	Y	N	U		1	2	3	4	5	6	7
4109	There are no individualized in-service programs.	Y	N	U		1	2	3	4	5	6	7
4110	In-service education is not prescribed on the basis of teacher evaluations.	Y	N	U		1	2	3	4	5	6	7
4111	Teachers are not given in-service training on affective education (e.g., teaching self-concept, attitude development).	Y	N	U		1	2	3	4	5	6	7
4112	Teachers are not given in-service training on behavior modification techniques.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: IN-SERVICE EDUCATION

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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4113	Teachers are not given in-service training on principles of group dynamics. (e.g., leadership, communication, conflict, human relations).	Y	N	U		1	2	3	4	5	6	7
4114	Teachers are not given in-service training on new teaching techniques (e.g., diagnosis and remediation, individualized and laboratory instruction).	Y	N	U		1	2	3	4	5	6	7
4115	There is no management training for school administrators.	Y	N	U		1	2	3	4	5	6	7
4116	Services of the state education agency are not used to develop alternative teaching strategies.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
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☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: TEACHING METHODS & TECHNIQUES

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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4201	Traditional teacher-centered teaching is overemphasized.	Y	N	U		1	2	3	4	5	6	7
4202	There is no provision for open-classroom or student-centered teaching techniques.	Y	N	U		1	2	3	4	5	6	7
4203	There is no provision for individualization of instruction.	Y	N	U		1	2	3	4	5	6	7
4204	Interdisciplinary inquiry teaching is not used.	Y	N	U		1	2	3	4	5	6	7
4205	The team-teaching approach is not used.	Y	N	U		1	2	3	4	5	6	7
4206	Teachers do not experiment with a variety of teaching methods.	Y	N	U		1	2	3	4	5	6	7
4207	Students are not provided with learning experiences outside the classroom environment.	Y	N	U		1	2	3	4	5	6	7
4208	Students are not provided with short topics in nine-week sessions.	Y	N	U		1	2	3	4	5	6	7
4209	Students do not engage in independent study projects.	Y	N	U		1	2	3	4	5	6	7
4210	Students do not participate in small group processes.	Y	N	U		1	2	3	4	5	6	7
4211	Computer-assisted instruction is not used.	Y	N	U		1	2	3	4	5	6	7
4212	Calculators are not used as teaching aids.	Y	N	U		1	2	3	4	5	6	7
4213	There is no provision for an ungraded format.	Y	N	U		1	2	3	4	5	6	7
4214	There are no provisions for fast-paced multi-graded tutoring.	Y	N	U		1	2	3	4	5	6	7
4215	Teaching techniques do not focus on thinking skills in addition to subject matter per se.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: TEACHING METHODS & TECHNIQUES

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4216	Teaching techniques do not place enough emphasis on synthesizing and evaluating knowledge.	Y	N	U		1	2	3	4	5	6	7
4217	Students are not encouraged to work on special real life tasks or problems.	Y	N	U		1	2	3	4	5	6	7
4218	Teaching methods do not focus on economy of learning.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
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ILLINOIS PROBLEMS INDEX INSTRUMENT II: FINANCE & STAFFING

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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4301	There are not enough teaching personnel.	Y	N	U		1	2	3	4	5	6	7
4302	There are not enough non-teaching personnel.	Y	N	U		1	2	3	4	5	6	7
4303	Local procedures (including advice from students, staff, and community representatives) in selecting school personnel have not been developed.	Y	N	U		1	2	3	4	5	6	7
4304	Employee screening processes are not effective.	Y	N	U		1	2	3	4	5	6	7
4305	Salaries of teachers are not high enough.	Y	N	U		1	2	3	4	5	6	7
4306	Salaries of non-certified school personnel are not high enough to attract high-quality personnel.	Y	N	U		1	2	3	4	5	6	7
4307	Employee salaries are not tied to cost of living and merit.	Y	N	U		1	2	3	4	5	6	7
4308	Employee insurance benefits are insufficient.	Y	N	U		1	2	3	4	5	6	7
4309	There is insufficient economic and professional security for teachers.	Y	N	U		1	2	3	4	5	6	7
4310	Bargaining and negotiating procedures for salaries and benefits are ineffective or nonexistent.	Y	N	U		1	2	3	4	5	6	7
4311	Reduction of expenditures by terminating non-tenured staff and part-time help has not been considered.	Y	N	U		1	2	3	4	5	6	7
4312	Reduction of expenditures by terminating tenured faculty with least service time has not been considered.	Y	N	U		1	2	3	4	5	6	7
4313	Voluntary reduction in staff has not been encouraged as a budgetary solution.	Y	N	U		1	2	3	4	5	6	7
4314	Termination practices to insure conformity with affirmative action guidelines have not been studied.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
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☐ Teacher
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ILLINOIS PROBLEMS INDEX INSTRUMENT II: FINANCE & STAFFING

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4315	Terminated faculty members have not been helped to secure employment.	Y	N	U		1	2	3	4	5	6	7
4316	Multiple-year government funds to maintain staff are not sought or obtained.	Y	N	U		1	2	3	4	5	6	7
4317	Non-salary expenditures have not been reduced in response to budget constraints.	Y	N	U		1	2	3	4	5	6	7
4318	Purchasing and accounting procedures are not effective.	Y	N	U		1	2	3	4	5	6	7
4319	Contingency budgeting based on program priorities has not been developed.	Y	N	U		1	2	3	4	5	6	7
4320	Assistance to write proposals for funding from a variety of sources is not sought and utilized.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
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ILLINOIS PROBLEMS INDEX INSTRUMENT II: INDIVIDUAL RIGHTS AND RESPONSIBILITIES

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4401	There is no code of student rights and obligations.	Y	N	U		1	2	3	4	5	6	7
4402	Current rights and responsibilities of employees have not been developed and reviewed.	Y	N	U		1	2	3	4	5	6	7
4403	Employees have not been involved in policy making on rights and responsibilties.	Y	N	U		1	2	3	4	5	6	7
4404	Policy is not formulated to assure students and employees due process of law.	Y	N	U		1	2	3	4	5	6	7
4405	Due process procedures are not followed.	Y	N	U		1	2	3	4	5	6	7
4406	Procedures for employee and student grievances have not been established.	Y	N	U		1	2	3	4	5	6	7
4407	There are no policies for uniform student disciplinary action.	Y	N	U		1	2	3	4	5	6	7
4408	Unjustified restrictions on student activities have not been removed.	Y	N	U		1	2	3	4	5	6	7
4409	Textbooks and curriculum materials contain sex, ethnic and/or racial bias.	Y	N	U		1	2	3	4	5	6	7
4410	Equal service to minority groups has not been provided.	Y	N	U		1	2	3	4	5	6	7
4411	Female student opportunities to participate in programs of competitive sports are not comparable to the opportunities of male students.	Y	N	U		1	2	3	4	5	6	7
4412	Policy on the handling of student records has not been formulated.	Y	N	U		1	2	3	4	5	6	7
4413	Plans have not been developed to protect the personal security of students and faculty.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

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ILLINOIS PROBLEMS INDEX INSTRUMENT II: INDIVIDUAL RIGHTS AND RESPONSIBILITIES

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4414	Regulations on handling of student records are not followed.	Y	N	U		1	2	3	4	5	6	7
4415	Child welfare laws and procedures are not supported and followed (e.g., child abuse, labor laws, traffic laws, corporal punishment).	Y	N	U		1	2	3	4	5	6	7
4416	Procedures to assure equitable treatment of students and staff have not been established.	Y	N	U		1	2	3	4	5	6	7
4417	Procedures to assure equitable treatment of students and staff are not practiced.	Y	N	U		1	2	3	4	5	6	7
4418	No effort is made to influence legislation that has effects on students and staff in the schools (e.g., student discipline and staff reduction procedures).	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: PHYSICAL PLANT AND FACILITIES

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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4501	A preventive maintenance program for school facilities has not been developed.	Y	N	U		1	2	3	4	5	6	7
4502	Playground and playing field facilities are inadequate.	Y	N	U		1	2	3	4	5	6	7
4503	Present facilities and projected population requirements have not been assessed.	Y	N	U		1	2	3	4	5	6	7
4504	Construction of needed new facilities has not been planned.	Y	N	U		1	2	3	4	5	6	7
4505	Buildings are not constucted or modified to minimize energy loss.	Y	N	U		1	2	3	4	5	6	7
4506	Buildings are not used to capacity.	Y	N	U		1	2	3	4	5	6	7
4507	The teachers' meeting room or lounge is inadequate.	Y	N	U		1	2	3	4	5	6	7
4508	Classroom facilities are not appropriate for curriculum needs (i.e., number, usage).	Y	N	U		1	2	3	4	5	6	7
4509	There are inadequate parking facilities.	Y	N	U		1	2	3	4	5	6	7
4510	Conference and meeting areas are inadequate.	Y	N	U		1	2	3	4	5	6	7
4511	The cafeteria facilities are inadequate.	Y	N	U		1	2	3	4	5	6	7
4512	The auditorium facilities are inadequate.	Y	N	U		1	2	3	4	5	6	7
4513	The library facilities are inadequate.	Y	N	U		1	2	3	4	5	6	7
4514	Offices for school personnel are inadequate.	Y	N	U		1	2	3	4	5	6	7
4515	Building security and safety equipment is inadequate.	Y	N	U		1	2	3	4	5	6	7
4516	Buildings do not meet current regulations (i.e., health, life, safety, handicapped, etc.).	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: PHYSICAL PLANT AND FACILITIES

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4517	Buildings do not meet energy efficient standards.	Y	N	U		1	2	3	4	5	6	7
4518	Procedures are not followed to conserve energy.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
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ILLINOIS PROBLEMS INDEX INSTRUMENT II: SCHOOL-COMMUNITY RELATIONS

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4601	Community-orientation programs are not offered.	Y	N	U		1	2	3	4	5	6	7
4602	Community participation in determining the expected outcomes of the schools has not been solicited.	Y	N	U		1	2	3	4	5	6	7
4603	Facts about educational achievement have not been presented and explained to the public.	Y	N	U		1	2	3	4	5	6	7
4604	There are no cooperative programs with community agencies.	Y	N	U		1	2	3	4	5	6	7
4605	There is no advisory council of parents, students, teachers, and administrators.	Y	N	U		1	2	3	4	5	6	7
4606	Student, faculty, and community committees to resolve student-administration disputes about censorship on school media have not been established.	Y	N	U		1	2	3	4	5	6	7
4607	There has been no cooperation and communication with employers, institutions, and craft unions.	Y	N	U		1	2	3	4	5	6	7
4608	The public has not been informed of its role in school operation.	Y	N	U		1	2	3	4	5	6	7
4609	Material and human resources in the community have not been used to broaden the learning process.	Y	N	U		1	2	3	4	5	6	7
4610	There are no provisions for school and community cultural arts activities.	Y	N	U		1	2	3	4	5	6	7
4611	The schools do not actively invite parent involvement in school-related activities.	Y	N	U		1	2	3	4	5	6	7
4612	Schools have not established a relationship with other academic institutions (e.g., trade schools, universities).	Y	N	U		1	2	3	4	5	6	7
4613	Schools have not established a relationship with community agencies.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

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ILLINOIS PROBLEMS INDEX INSTRUMENT II: SCHOOL-COMMUNITY RELATIONS

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4614	Parents do not seek involvement in school-related activities.	Y	N	U		1	2	3	4	5	6	7
4615	Former students are not included on occupational advisory committees.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
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☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: ADMINISTRATIVE ORGANIZATIONS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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4701	Administrative functions have not been adequately clarified.	Y	N	U		1	2	3	4	5	6	7
4702	Employee job descriptions are not up to date.	Y	N	U		1	2	3	4	5	6	7
4703	Responsibility for decision making at various levels of administration has not been clarified.	Y	N	U		1	2	3	4	5	6	7
4704	There is no affirmative action committee.	Y	N	U		1	2	3	4	5	6	7
4705	There is no provision for equal employment opportunities for women or minority groups.	Y	N	U		1	2	3	4	5	6	7
4706	There is no student government.	Y	N	U		1	2	3	4	5	6	7
4707	There is no provision for continuity of faculty, staff, and administrators.	Y	N	U		1	2	3	4	5	6	7
4708	The structure of schools has not been examined in terms of function and size.	Y	N	U		1	2	3	4	5	6	7
4709	Schools have not adapted to the needs of students by providing differing time sequences.	Y	N	U		1	2	3	4	5	6	7
4710	Student record keeping is inefficient.	Y	N	U		1	2	3	4	5	6	7
4711	The student handbook is inadequate.	Y	N	U		1	2	3	4	5	6	7
4712	The teacher policy handbook is inadequate.	Y	N	U		1	2	3	4	5	6	7
4713	Handbook for parents of students is inadequate.	Y	N	U		1	2	3	4	5	6	7
4714	The board policy manual is inadequate.	Y	N	U		1	2	3	4	5	6	7
4715	Channels of communication among school personnel are not used.	Y	N	U		1	2	3	4	5	6	7
4716	Limits of authority have not been defined.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: ADMINISTRATIVE ORGANIZATIONS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
4717	There are no guidelines for student discipline.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: RESEARCH AND UTILIZATION

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
4801	Research results that show environmental and biological effects on children's growth and development are not used in educational programming and planning.	Y	N	U		1	2	3	4	5	6	7
4802	Characteristics of minority student populations that may affect student performance are not investigated.	Y	N	U		1	2	3	4	5	6	7
4803	The effects of public relations and mass media on the school system have not been investigated.	Y	N	U		1	2	3	4	5	6	7
4804	The effects of TV viewing on students' attitudes, learning, and behavior have not been studied.	Y	N	U		1	2	3	4	5	6	7
4805	The effects of alternative school organizations have not been investigated (e.g., voucher system, academic specialty centers).	Y	N	U		1	2	3	4	5	6	7
4806	The effects of community participation in school decision making have not been examined.	Y	N	U		1	2	3	4	5	6	7
4807	The effects of a social behavior on the values and behavior of peers have not been studied (e.g., dropouts, addicts, unwed pregnant students).	Y	N	U		1	2	3	4	5	6	7
4808	Research on intervention and its effects is not conducted.	Y	N	U		1	2	3	4	5	6	7
4809	Research results that have implications for curriculum planning and instruction are not disseminated and utilized.	Y	N	U		1	2	3	4	5	6	7
4810	Benefits expected from using the services of educational consultants are not identified.	Y	N	U		1	2	3	4	5	6	7
4811	Research identifying purposes and limitations of a variety of testing instruments and procedures is not utilized.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: RESEARCH AND UTILIZATION

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4812	Research on issues concerning specific populations of students is not examined (e.g., urban schools, low-incidence handicapped).	Y	N	U		1	2	3	4	5	6	7
4813	Research to identify long term effects is not carried out.	Y	N	U		1	2	3	4	5	6	7
4814	Research on alternatives that work in schooling is not utilized.	Y	N	U		1	2	3	4	5	6	7
4815	Urban school issues have not been effectively explored.	Y	N	U		1	2	3	4	5	6	7
4816	Long-term studies of children and their environments are not conducted.	Y	N	U		1	2	3	4	5	6	7
4817	Staff evaluations are not shared with employees.	Y	N	U		1	2	3	4	5	6	7
4818	Research results are not disseminated throughout the educational system.	Y	N	U		1	2	3	4	5	6	7
4819	Research on facts that may settle disputes is not conducted.	Y	N	U		1	2	3	4	5	6	7
4820	Research on the costs of evaluation programs (including materials, record keeping, staff time) is unavailable.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: SELECTION AND EVALUATION OF PERSONNEL

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
4901	There is no philosophy of evaluation.	Y	N	U		1	2	3	4	5	6	7
4902	Evaluations and accountability are not required for tenure, merit pay, etc.	Y	N	U		1	2	3	4	5	6	7
4903	Measurement criteria and standards for the performance of roles are not established as bases for evaluation.	Y	N	U		1	2	3	4	5	6	7
4904	No direct measures of teachers' impact on student behavior are available for use in evaluation.	Y	N	U		1	2	3	4	5	6	7
4905	Persons being evaluated do not participate in the evaluation process.	Y	N	U		1	2	3	4	5	6	7
4906	A data bank of evaluations is not established to analyze trends in teacher strengths and weaknesses.	Y	N	U		1	2	3	4	5	6	7
4907	Evaluative criteria of teachers are not well-matched to the teachers' objectives for student learning.	Y	N	U		1	2	3	4	5	6	7
4908	Student evaluations of teachers are not conducted.	Y	N	U		1	2	3	4	5	6	7
4909	Evaluators are not proficient in evaluating observational reports.	Y	N	U		1	2	3	4	5	6	7
4910	Evaluators are not proficient in discussing evaluations with evaluatees.	Y	N	U		1	2	3	4	5	6	7
4911	The duties of teacher supervisors are not clearly defined or appropriately evaluated.	Y	N	U		1	2	3	4	5	6	7
4912	Evaluations of non-teaching personnel (e.g., aides, counselors, principals, secretaries, and custodians) are not conducted.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: SELECTION AND EVALUATION OF PERSONNEL

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
4913	Teachers, parents, or students do not evaluate school administrators.	Y	N	U		1	2	3	4	5	6	7
4914	There is no evaluation of school district administrative personnel.	Y	N	U		1	2	3	4	5	6	7
4915	The evaluation process does not focus on professional growth of employees.	Y	N	U		1	2	3	4	5	6	7
4916	No opportunity for response is given to those being evaluated.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: EVALUATION OF STUDENTS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 *4 = Grades 9-12*
2 = Grades 4-6 *5 = All Grades*
3 = Grades 7-8 *6 = Other*

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
5001	Criteria to measure student achievement have not been set.	Y	N	U		1	2	3	4	5	6	7
5002	Criterion-referenced tests are not used for evaluation purposes.	Y	N	U		1	2	3	4	5	6	7
5003	There is no provision for self-evaluation or self-monitoring by students.	Y	N	U		1	2	3	4	5	6	7
5004	Student evaluations are not used to individualize instruction.	Y	N	U		1	2	3	4	5	6	7
5005	There is no annual review of students by teachers.	Y	N	U		1	2	3	4	5	6	7
5006	Tests that show how the student learns are not used.	Y	N	U		1	2	3	4	5	6	7
5007	Procedures for measuring behavioral outcomes are not used.	Y	N	U		1	2	3	4	5	6	7
5008	There are no alternatives to grade point averages and rank in class as assessments of the quality of secondary students' education.	Y	N	U		1	2	3	4	5	6	7
5009	Time, staff, and facilities for individual student diagnosis are not provided.	Y	N	U		1	2	3	4	5	6	7
5010	Students are not given comprehensive examinations before they graduate from high school.	Y	N	U		1	2	3	4	5	6	7
5011	Evaluative data to analyze trends in student weaknesses and strengths are not maintained.	Y	N	U		1	2	3	4	5	6	7
5012	Instruments to measure socio-emotional domains (e.g., attitudes and affective values) are not used.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: EVALUATION OF EDUCATIONAL PROGRAMS

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
5101	Locally-directed program evaluations are not conducted.	Y	N	U		1	2	3	4	5	6	7
5102	A total evaluation system for learning is not in effect.	Y	N	U		1	2	3	4	5	6	7
5103	Evaluations of individual programs are not comprehensive.	Y	N	U		1	2	3	4	5	6	7
5104	Administrators are not committed to the evaluation process.	Y	N	U		1	2	3	4	5	6	7
5105	Formative evaluations of ongoing programs, which would provide feedback to teachers, are not conducted.	Y	N	U		1	2	3	4	5	6	7
5106	Local education professionals do not have evaluation skills.	Y	N	U		1	2	3	4	5	6	7
5107	Guidelines for writing comprehensive and measurable program objectives have not been established.	Y	N	U		1	2	3	4	5	6	7
5108	Program goals are not evaluated to see if they are worthwhile, measurable, or attainable.	Y	N	U		1	2	3	4	5	6	7
5109	Program evaluation is not based on measurable objectives.	Y	N	U		1	2	3	4	5	6	7
5110	The assessment of program effectiveness is not based on the extent to which high-priority objectives have been achieved.	Y	N	U		1	2	3	4	5	6	7
5111	Longitudinal studies of program achievement are not performed.	Y	N	U		1	2	3	4	5	6	7
5112	A combination of evaluative measures is not used for evaluating programs.	Y	N	U		1	2	3	4	5	6	7
5113	Phases and time schedules for the evaluation process are not clearly defined.	Y	N	U		1	2	3	4	5	6	7

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: EVALUATION OF EDUCATIONAL PROGRAMS

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5114	Evaluation methods are inadequate for assessing innovative programs.	Y	N	U		1	2	3	4	5	6	7
5115	School staff are not included in the evaluative process.	Y	N	U		1	2	3	4	5	6	7
5116	Outside evaluators are not used in the evaluation process.	Y	N	U		1	2	3	4	5	6	7
5117	Programs are not modified or eliminated on the basis of evaluations.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME

COUNTY - DISTRICT

- ☐ Board Member
- ☐ Administrator
- ☐ Teacher
- ☐ Student
- ☐ Parent
- ☐ Community Member (non parent)
- ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT III:
SELECTED PROBLEM STATEMENTS

The following problem statements represent problems that have been shown to exist in your school district.

Circle the number below that represents the extent to which you would like your district to allocate resources toward solving these problems.

CODE	PROBLEM STATEMENT	Not at All	To a Small Extent	To Some Extent	To a Large Extent	To a Very Large Extent
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: TM EA
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

Establishing Educational Priorities Through the ILLINOIS PROBLEMS INDEX

User's Manual

TM 800 594 2 of 2

Department of LEA Services

Establishing Educational Priorities Through the ILLINOIS PROBLEMS INDEX

Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Donald F. Muirheid
Chairman

Joseph M. Cronin
State Superintendent

The activity which is the subject of this report was supported in whole or in part by the United States Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement of the United States Office of Education should be inferred.

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Foreword

There are many approaches available for school systems to assess their educational needs. Most are not in wide use due to their complexity. Because of this fact, Illinois State Board of Education staff were directed in 1975 to develop an approach to needs assessment which would be uncomplicated and characterized by ease and rapidity of administration while being sound in theory and practice. The result was the Illinois Problems Index.

The first Illinois Problems Index came out in 1977 and was used by approximately 60 school districts during the 1977-78 and 1978-79 school years. Evaluation data from these school districts was collected and feedback from professional organizations was solicited during this time. In August, 1979, a task team consisting of representatives from the Illinois Association of Supervision and Curriculum Development, the Illinois Association of School Administrators, the Illinois Association of School Business Officers and a parent from a participating district worked together to produce a revised version of the original I.P.I. The current I.P.I. is a result of their efforts.

These materials are designed to be used in a variety of settings. Not all school districts may necessarily find them appropriate. Some districts may want to use other models. Districts wishing to utilize a broad base of information to identify and prioritize educational problems should find it very helpful.

It is our hope that each school district will use some systematic approach to the identification and prioritization of its problems as an important step in the planning process. Staff of the Illinois State Board of Education are available to assist school districts which decide to use the I.P.I. approach.

Joseph M. Cronin
State Superintendent of Education

Table of Contents

	Page
Foreword	iii
What Is the I.P.I.?	1
How Is the I.P.I. Used?	1
What Does the I.P.I. Process Look Like?	2
How much time does the I.P.I. process require?	2
The I.P.I. Process —Flow Chart	3
What Assistance Is Available from the State Board of Education?	4
What Are Some Additional Considerations?	4
General Problem Categories	5
What Do the I.P.I. Instruments Look Like?	7
How Is the I.P.I. Used?	10
STEP ONE: Organize the I.P.I. Program	12
Activity 1: Select an I.P.I. Director	13
Activity 2: Organize an I.P.I. Committee	13
Issue: Composition of the I.P.I. Committee	14
Issue: Selection of the I.P.I. Committee	15
Issue: The Function of the I.P.I. Committee	17
Issue: The Size of the I.P.I. Committee	18
Activity 3: Publicize the Process	19
Issue: Selection of Target Groups	20
Issue: Type of Dissemination	21
Issue: Public Relations Schedule	22
Flowchart Summary of Step One	23
STEP TWO: Orient I.P.I. Committee and Administer Instrument I	24
Activity 1: Orient I.P.I. Committee	25
Activity 2: Administer Instrument I	26
Issue: Administer to Whom?	29
Issue: Administer on What Basis?	30
Flowchart Summary of Step Two	31
STEP THREE: Identify General Problem Categories and Administer Instrument II	32
Activity 1: Review Instrument I Results	33
Activity 2: Consensus on High-Priority Categories	34
Activity 3: Administer Instrument II	35
Flowchart Summary of Step Three	37

Page

STEP FOUR: Identify Specific Problems and Supporting Evidence 38

Activity 1: Identify Specific Problems 39
Activity 2: Discuss Validating Evidence 40
Flowchart Summary of Step Four 42

STEP FIVE: Validate Specific Problems and Administer Instrument III 43

Activity 1: Review Validation Evidence 44
Activity 2: Consensus on High-Priority Problems 45
Activity 3: Administer Instrument III 46
Flowchart Summary of Step Five 48

STEP SIX: Prepare and Disseminate List of High-Priority Target Problems 49

Activity 1: Review Instrument III Results 50
Activity 2: Prepare List of Target Problems 50
Activity 3: Disseminate Results 51
Flowchart Summary of Step Six 52

STEP SEVEN: Define Potential Solutions, Support, and Timeline 53

Flowchart Summary of Step Seven 54

APPENDIX I: Definitions of Categories 56

APPENDIX II: Data Analysis and Reporting Procedures 60

Data Reporting Procedures for Instrument I 61
Data Reporting Procedures for Instrument II 64
Data Reporting Procedures for Instrument III 68

What Is the I.P.I.?

Educators are becoming increasingly aware of the need to examine the educational system and revitalize educational programs and services in response to the needs of students, teachers, and the community at large. The Illinois Problems Index (I.P.I.) is a process, with supporting survey instruments, that enables you to examine your educational system in a structured, sound, and meaningful manner.

Specifically, it enables you to:

- identify the educational problems currently perceived by various constituencies as existing in your district.
- evaluate these perceived problems in the light of existing evidence.
- assess the extent to which you should expend effort and resources toward solving these problems and making improvements in your educational system.

How Is the I.P.I. Used?

If you adopt the Illinois Problems Index in your district, you will be able to assess and evaluate the adequacy of your current programs and services and plan improvements where problems exist. In addition, you will be availing yourself of the opportunity to:

- increase community participation in the determination of local educational problems.
- identify local school board priorities.
- develop a defensible basis for allocating limited resources to high-priority problems.
- provide documentation of district needs or problems for state and federal consideration of grants-in-aid.
- increase information-sharing and communication within your district and gain wider support for your program planning efforts.
- identify staff perceptions and staff development needs.
- relate problems identified in your district to resources available through the Illinois Resource and Dissemination Network.
- obtain longitudinal data related to program and other district concerns for planning and evaluation.

What Does the I.P.I. Process Look Like?

The I.P.I. process and supporting survey instruments are built into a simple organizational procedure that allows a district to implement them without imposing unrealistic time or resource requirements upon the participants. The system is simple and straightforward. It minimizes expenditure of time and money and maximizes the usefulness of the decision-making information that it generates.

The essentials of the I.P.I. model are described in the flowchart of activities on page 3. The I.P.I. model requires only seven steps. These seven clearly-defined steps involve organizing a committee, conducting five meetings, administering three assessment instruments, and acting on the basis of your findings. These steps could easily be completed within a two-month period, depending upon the number of problem categories identified for analysis and the strategy selected for survey implementation.

How Much Time Does the I.P.I. Process Require?

Experience with 60 school districts during the field tests of the I.P.I. indicates some specific patterns regarding amounts of time used for the total I.P.I. process as well as each individual meeting.

The range of time for the whole I.P.I. process is from nine to thirteen hours. A range of time for each individual meeting is as follows:

Meeting One: One hour to two hours.

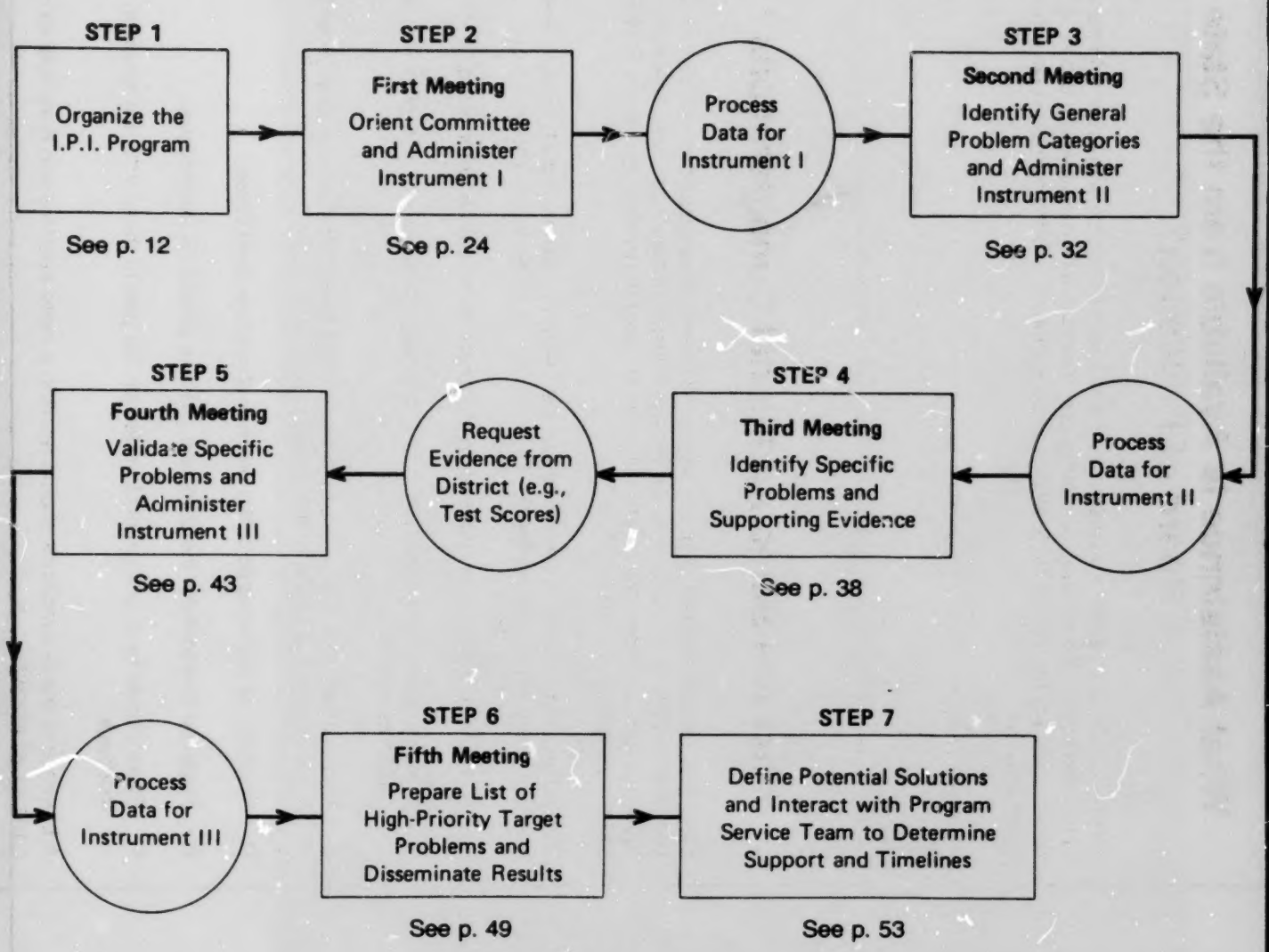
Meeting Two: One and one-half hours to two and one-half hours.

Meeting Three: Two hours to three hours.

Meeting Four: Two hours to three hours.

Meeting Five: Two and one-half hours to three hours.

THE ILLINOIS PROBLEMS INDEX – THE PROCESS



What Assistance is Available from the State Board of Education?

The Illinois State Board of Education has trained staff to consult with districts in the use of the Illinois Problems Index. Computer processing is also available at no cost to the district. Contact the Illinois State Board of Education for more information on either of these services.

What Are Some Additional Considerations?

Field test results suggest that the Illinois Problems Index approach to district-wide planning and community planning is effective. Evaluation data from these field tests and feedback from professional organizations were used in revising the Illinois Problems Index during August, 1979.

Evaluation data also indicates that there are certain conditions which help to ensure success when implementing the Illinois Problems Index process. These are:

A. A clear-cut rationale for undertaking the process should be determined.

B. A coordinator who possesses group process, management and planning skills should be identified.

C. There should be a willingness on the part of the administrators and other personnel to address the products of the process.

D. Roles for all participants in the process should be determined.

E. Tentative timelines for the complete process should be determined.

F. There should be a willingness to listen on the part of those who are soliciting the feedback.

Adherence to these conditions should result in a more effective and beneficial experience for all involved.

General Problem Categories
Instrument I
(See Appendix I for definitions of each code)

Code	Problem Category
	CURRICULUM AND INSTRUCTION IN BASIC SKILLS
01	—Reading
02	—Mathematics
03	—Communication Skills/Language Arts
04	—Readiness Skills
	CURRICULUM AND INSTRUCTION IN SCIENCE
05	—Science
06	—Environmental Education
	CURRICULUM AND INSTRUCTION IN HOME AND HEALTH SCIENCE
07	—Consumer Education/Family Life/Home Economics
08	—Health/Safety/Nutrition/Drugs and Alcohol
09	—Physical Education
10	—Interscholastic and Intramural Athletics
	CURRICULUM AND INSTRUCTION IN CULTURAL AND SOCIAL STUDIES
11	—Social Studies
12	—Citizenship
13	—Foreign Language
	CURRICULUM AND INSTRUCTION IN THE ARTS
14	—Visual Arts
15	—Music
16	—Literature
17	—Theatre
18	—Dance/Movement
	INTERCURRICULAR CONCEPTS
19	—Vocational and Career Education
20	—International Studies and Cross-Cultural Education
21	—Responsibility/Character Education
22	—Critical Thinking/Problem Solving/Decision Making
23	—Study Skills
24	—Arts in General Education

SPECIAL PROGRAMS

25 —Early Childhood
26 —Gifted
27 —Minority/Disadvantaged
28 —Neglected/Delinquent/Dropout
29 —Adult Education
30 —Special Needs

RESOURCE AND SUPPORT SERVICES

31 —Media and Library Services
32 —Food Services
33 —Transportation Services
34 —Health and Medical Services
35 —Counseling and Guidance Services
36 —Psychological and Social Work Services
37 —Coordination of Pupil Personnel Services

PROGRAM PLANNING AND DEVELOPMENT

38 —Educational Programming
39 —Educational Planning
40 —Pre-service Education
41 —In-service Education
42 —Teaching Methods and Techniques

EDUCATIONAL ADMINISTRATION AND POLICY

43 —Finance and Staffing
44 —Individual Rights and Responsibilities
45 —Physical Plant and Facilities
46 —School-Community Relations
47 —Administrative Organizations

RESEARCH AND EVALUATION

48 —Research and Utilization
49 —Selection and Evaluation of Personnel
50 —Evaluation of Students
51 —Evaluation of Education Programs

What Do the I.P.I. Instruments Look Like?

The I.P.I. instrumentation consists of a series of three survey instruments, sequenced to provide increasingly specific information about problems in your district. The sequencing of instruments permits you to invest energy and resources in the detailed study of only those problems which are evident in your district. Further, the instruments are flexible in that they allow the addition of problem statements that might apply to your district, but which have not been listed on the instrument.

INSTRUMENT I:

- contains a list of all 51 general problem categories.
- directs respondents to indicate for each problem category whether or not and to what extent it is important to identify problems in that category in your district.
- looks like this:

_____
District Name

☐☐☐ – ☐☐☐☐
County District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT I:
GENERAL PROBLEM CATEGORIES

Circle "Y" for "Yes" if the problem category listed below represents a current problem area. Circle "E" if the category represents an emerging or future problem area. Circle "N" for "No" if it is not an important problem for the school district to consider at this time. Circle "U" if you are undecided. (Circle one per problem category.)

If you circled "Y" or "E", circle the number below that represents how important the problem area is relative to all of the problem areas for which you circled "Y" or "E".

CODE	PROBLEM CATEGORY	CURRENT PROBLEM AREA	EMERGING PROBLEM AREA	NOT A PROBLEM AREA	UNDECIDED	VERY LITTLE IMPORTANCE	LITTLE IMPORTANCE	SOME IMPORTANCE	CONSIDERABLE IMPORTANCE	VERY GREAT IMPORTANCE
	Resource and Support Services									
31	Media and Library Services	Y	E	N	U	1	2	3	4	5
32	Food Services	Y	E	N	U	1	2	3	4	5
33	Transportation Services	Y	E	N	U	1	2	3	4	5
34	Health and Medical Services	Y	E	N	U	1	2	3	4	5
35	Counseling and Guidance Services	Y	E	N	U	1	2	3	4	5
36	Psychological and Social Work Services	Y	E	N	U	1	2	3	4	5
37	Coordination of Pupil Personnel Services	Y	E	N	U	1	2	3	4	5
	Program Planning and Development									
38	Educational Programming	Y	E	N	U	1	2	3	4	5
39	Educational Planning	Y	E	N	U	1	2	3	4	5
40	Pre-service Education	Y	E	N	U	1	2	3	4	5

INSTRUMENT II:

- contains at least one separate page for each of the problem categories on Instrument I, listing specific problem statements in each problem category.
- may be selectively administered for only those problem categories considered to be important on the basis of responses to Instrument I.
- directs respondents to indicate whether each problem statement represents a specific problem in the district and what evidence is being used to document perception of the problem.
- looks like this:

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II
READING

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0101	Students cannot read.	Y	N	U		1	2	3	4	5	6	7
0102	Students do not comprehend what is read.	Y	N	U		1	2	3	4	5	6	7
0103	Students do not analyze what is read.	Y	N	U		1	2	3	4	5	6	7
0104	Students do not reason logically from what is read.	Y	N	U		1	2	3	4	5	6	7

INSTRUMENT III:

- is a customized subset of high-priority specific problem statements identified on the basis of responses to Instrument II.
- directs respondents to indicate the extent to which district resources should be allocated to each specific problem.
- looks like this:

DISTRICT NAME

COUNTY - DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT III:

SELECTED PROBLEM STATEMENTS

The following problem statements represent problems that have been shown to exist in your school district.

Circle the number below that represents the extent to which you would like your district to allocate resources toward solving these problems.

CODE	PROBLEM STATEMENT	Not at All	To a Small Extent	To Some Extent	To a Large Extent	To a Very Large Extent
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

How is the I.P.I. Used?

The remainder of this manual presents guidelines and instructions for implementing the Illinois Problems Index at the district level. Subsequent sections of this manual treat each of the steps in the process, providing a step-by-step "walk-through" of the model.

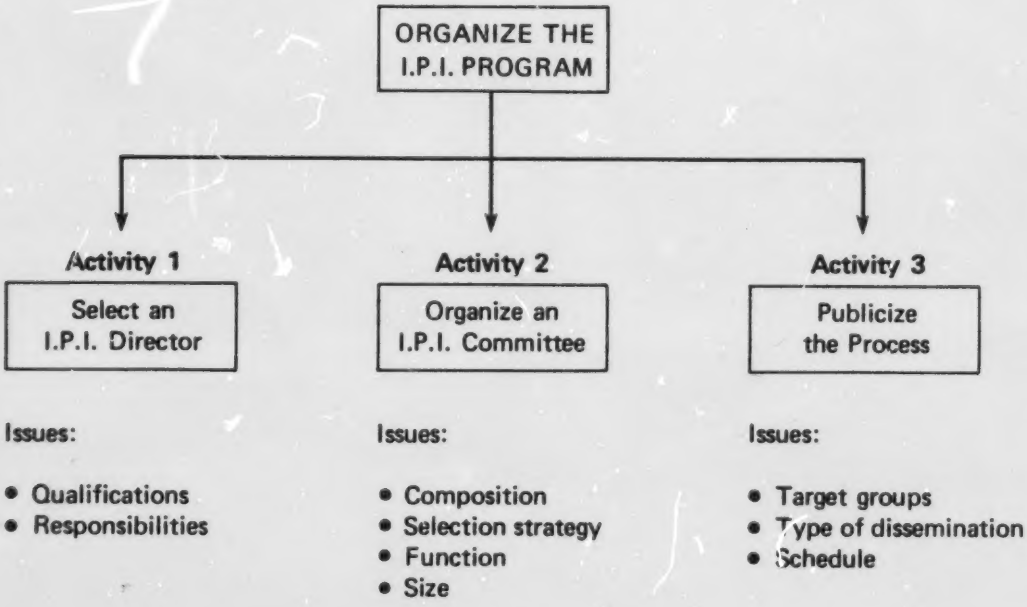
The I.P.I. process and survey instruments outlined in this manual were designed to allow flexibility at the district level. Along the way, issues are raised and alternative techniques are explored. This flexibility indicates that the I.P.I. is not intended to ensure the accountability of the district to the Illinois State Board of Education. **Rather, the intention is that the I.P.I. process be self-serving to district purposes.** District personnel are encouraged to implement the process in the manner that is most appropriate to their needs.

Accordingly, each step in the process involves choices to be made in response to your local situation. The choices you make will determine the extent to which useful information will be generated and the extent to which your conclusions will be supported by all constituencies in your district. For example:

- You may choose to administer one or more instruments to the I.P.I. Committee alone or to various community constituencies.
- You may administer all or only a part of Instrument II.
- You may implement the process at the school level instead of or in addition to the district level.

STEP ONE:
Organize the I.P.I. Program

The first step in implementing the I.P.I. process is to establish a personnel structure to coordinate and conduct the I.P.I. program in your district. The three major activities of this step are outlined in the diagram below. Activity 1 (selecting an I.P.I. Director) requires careful attention in order to ensure effective management of the program. Activities 2 and 3 (selecting an I.P.I. Committee and publicizing the process) each involve several alternatives, the choice of which will determine the character and effectiveness of the I.P.I. program in your district.



STEP ONE – ACTIVITY 1:
SELECT AN I.P.I. DIRECTOR

It is suggested that a Director be appointed to coordinate the I.P.I. program from inception to conclusion. The Director may be a person on the district staff (for example, superintendent, assistant superintendent, test coordinator, etc.) or a person representing a local school or community group. However, at issue is the nature of the qualifications for and responsibilities of the position. The guidelines below may serve to assist in the selection of an I.P.I. Director.

Qualifications:

- willingness to learn the details of the I.P.I. model
- ability to work well with and motivate people
- knowledge of the educational setting
- managerial skills in planning, organization, and coordination
- skill in leading small groups
- ample available (release) time for project management

Responsibilities:

- assist in the selection of the I.P.I. Committee
- coordinate all I.P.I. activities
- act as a facilitator at I.P.I. Committee meetings
- serve as a communication link with district staff to ensure adequate information-sharing
- serve as liaison with the Program Service Team (PST) representative

STEP ONE – ACTIVITY 2:
ORGANIZE AN I.P.I. COMMITTEE

There are four basic issues to consider in organizing the I.P.I. Committee:

1. What is the composition of the Committee?
2. How is the Committee selected?
3. What is the function of the Committee?
4. How large should the Committee be?

All of these issues are complex and require careful consideration of the alternatives involved before a final decision is made. A discussion of each of these issues follows.

ISSUE: COMPOSITION OF THE I.P.I. COMMITTEE

It is suggested that the membership of the I.P.I. Committee be representative of a broad cross-section of the "community." "Community" refers to all individuals within the geographical boundaries of the district who are affected by your educational system.

The composition of the I.P.I. Committee can mean the difference between guessing and knowing what all constituencies believe to be the educational problems in your district. A truly representative Committee allows a variety of voices to be heard and increases the sense of community involvement in improving the educational system. The extent to which different constituencies in your district are involved in the I.P.I. program may determine the extent to which the results of the program will be supported by the community.

Below is a list of groups to be considered for representation on a broad-based I.P.I. Committee. Using this list, district personnel can begin to consider the nature of the local community and, correspondingly, to identify those groups that should be represented on the I.P.I. Committee.

A. CITIZENS AT LARGE

*1. Parents of school-age children

2. Representatives of local businesses and service, religious, and cultural organizations

3. Representatives of school-affiliated organizations (e.g., universities, trade schools)

4. Representatives of governmental organizations

5. Representatives of various ethnic and socio-economic groups

B. CITIZENS DIRECTLY INVOLVED IN THE EDUCATIONAL PROCESS

1. Students

*2. Classroom teachers in various subject areas and at various grade levels

3. School support staff (e.g., counselors, librarians)

*4. Administrative staff (e.g., principals)

*5. Local school board members

*6. Test/measurement/evaluation personnel

*A well-composed Committee will include at least one member of these groups.

ISSUE: SELECTION OF THE I.P.I. COMMITTEE

There are several methods for selecting the I.P.I. Committee. Each is outlined below along with its corresponding advantages and disadvantages. The selection strategy may be determined by the superintendent and/or the I.P.I. Director. Any of the following approaches, or combinations of them, may be considered.

1. DIRECT CONTROL STRATEGY

Description: Individuals known to the selector(s) are identified and appointed.

Advantages: Careful consideration can guarantee an articulate Committee which will come to early consensus.

Known opinion leaders or "good" committee members can be appointed.

Disadvantages: Committee consensus may not reflect community consensus.

Persons reflecting views of the selector(s) may tend to be appointed.

2. INDIRECT CONTROL STRATEGY

Description: A set of criteria for selection is drafted which acts as the final authority on the selection process. These guidelines are used to select individuals.

Advantages: Chance for broad-based representation is increased.

Selection procedure is publicly defensible.

Selection process is somewhat more objective.

Known opinion leaders may be selected if they meet specified criteria.

Selector(s) have less control over Committee composition.

Disadvantages: Personal opinion of selector(s) may influence the selection of individuals, all of whom meet the specified criteria.

3. RANDOM SELECTION STRATEGY

Description: Each member of the community is given an equal likelihood of selection. Members are randomly selected to represent pre-specified constituencies.

Advantages: A "pure" cross-section of the community is more likely to be obtained.

Represents the most publicly defensible strategy.

Disadvantages: Known opinion leaders may not appear on Committee.

Selector(s) have no control over Committee composition.

Implementing the random selection requires more effort by the selector(s).

Initial commitment from those selected must be won.

4. UNSTRUCTURED SELECTION STRATEGY

Description: Participation on the Committee is by open invitation to the community.

Advantages: Total community involvement is possible.

Strategy is publicly defensible.

Dissemination is accomplished rapidly.

Disadvantages: Lack of numerical limit on Committee size makes management, communication, and consensus difficult to achieve.

Committee membership is unstable and continuity is difficult to maintain.

Large groups tend to become forums rather than working committees.

ISSUE: THE FUNCTION OF THE I.P.I. COMMITTEE

There are three basic alternatives to choose from in specifying the function of the I.P.I. Committee. However, in all cases the Committee has, at a minimum, the following responsibilities:

- commitment to the process and procedures of the I.P.I.
- establishing a timeline for I.P.I. activities
- monitoring each step of the I.P.I. process and achieving consensus at each step
- reviewing the data on perceived problems generated by the three survey instruments
- reviewing objective evidence that bears on the validity of the perceptions of existing problems
- providing the district with a list of specific high-priority problems at the conclusion of the I.P.I. process
- recommending actions based on the problems identified or preparing a report of the process for the district superintendent and local board of education

Given these basic responsibilities, the three alternative functions for the Committee are:

OPTION 1: The Committee members alone serve as respondents to the I.P.I. survey instruments. In addition, they serve as the review panel for the summary of their responses.

OPTION 2: The Committee serves only as a review panel. With the help of the Director, the Committee organizes the dissemination of survey instruments to all or a sample of community members and reviews the responses of community members to the instruments.

OPTION 3: The Committee has the combined functions of Options 1 and 2. That is, the Committee members respond to the instruments, disseminate the instruments to community members, and review their own and community members' responses to the instruments.

At this point it is clear that the function specified for the Committee bears an important relationship to the composition of the group. If Option 1 is selected, the district will obtain only the Committee members' judgment about what problems exist in the district. Thus, the representativeness of the Committee becomes critically important. If the Committee members will serve primarily as reviewers of the responses of community members, representativeness is less crucial for identifying perceived problems, although it is still important to have a Committee composed of individuals whose conclusions will be supported by the community.

It is possible to specify different Committee functions for different I.P.I. instruments. For example, Committee members alone might respond to Instrument I in order to identify problem categories, but serve only as reviewers of community responses to Instrument II, and so on. The choice of Committee functions for the different instruments may depend upon such considerations as the time and resources that can be devoted to collecting and analyzing responses, the desirability of having direct community involvement at one or more stages of the I.P.I. process, and the degree of confidence in the Committee's ability to reflect the community's perceptions of important problem categories, specific problems, or priorities for allocating resources to a problem.

ISSUE: THE SIZE OF THE I.P.I. COMMITTEE

The guidelines for the size of the I.P.I. Committee are based on the need to ensure a working Committee. Whether the Committee members serve only as reviewers or as both respondents and reviewers of survey instruments, they must work together effectively and come to consensus at each step in the I.P.I. process.

If the Committee members alone will respond to the survey instruments, the minimum number of Committee members should be 15-20. However, the maximum may go as high as 25-30 if effective management is exercised. If Committee members serve primarily as reviewers of community responses to the instruments, the number of members should be close to the lower, rather than the higher, end of the range.

STEP ONE – ACTIVITY 3:
PUBLICIZE THE PROCESS

Effective public relations are essential to the overall success of the program. The individuals who will respond to the survey instruments or who will receive the recommendations that result from the I.P.I. process must be informed about the process from the beginning. By initiating information dissemination at an early stage you will maximize opportunities for obtaining cooperation in implementing the process and for winning community acceptance of the outcomes of the process.

Decisions about public relations strategies can be made by the district superintendent, the I.P.I. Director, or the I.P.I. Committee. If the I.P.I. Committee is not involved in decisions about publicizing the process, the I.P.I. Director may wish to begin publicity efforts before the actual Committee work begins.

Decisions about three closely related issues must be made in developing a public relations strategy. These issues and options for resolving them are discussed in the following pages.

ISSUE: SELECTION OF TARGET GROUPS

There are three target constituencies to consider in developing a public relations strategy:

1. constituencies from which I.P.I. Committee members will be selected
2. constituencies from which respondents to all or some of the survey instruments will be drawn
3. constituencies that will be informed of the outcomes of the process

Depending upon the way you decide to select members of the I.P.I. Committee, it may be necessary or desirable to inform the groups from which representatives will be selected about the initiation of the I.P.I. effort. In addition, unless only I.P.I. Committee members will respond to the I.P.I. instruments, the groups selected to respond should be targetted for information dissemination. Finally, if the results of the process are to be made known publicly, a public relations effort must be directed toward those who will receive the results. If you are conducting a district-wide program, publicity might be directed to the community at large. If your program is implemented at the school level, public relations might be focused on parents of students in the school.

In general, which groups you decide to focus on will depend on the scope of the program, how you intend to use the results, the size of the community, and the kind of relations already existing between the school and various constituencies in the community.

ISSUE: TYPE OF DISSEMINATION

Once target groups to receive publicity have been selected, a decision about strategies for reaching these groups should be made.

Decisions about the best means to reach target groups should depend upon the size and characteristics of the groups and your purpose in disseminating information to members of those groups. For example:

- If you wish to reach the community in general for the purpose of informing them of the end results of the process, it may be best to issue a news release to local newspapers concerning the purposes, method, and anticipated date of completion of the process in order to prepare the community for the eventual release of recommendations.

- If you wish to inform parents of students in a particular school of the results, it may be best to distribute a newsletter at the outset describing the process and a newsletter at the conclusion describing the results.

- If community groups are to be respondents to survey instruments, it may be advisable to inform potential respondents by letter of the process and the need for their cooperation in providing information.

As in the case of selecting target groups, the issue of selecting an information dissemination strategy should be resolved bearing in mind the nature of relationships already existing between the school and the groups targetted for publicity.

ISSUE: PUBLIC RELATIONS SCHEDULE

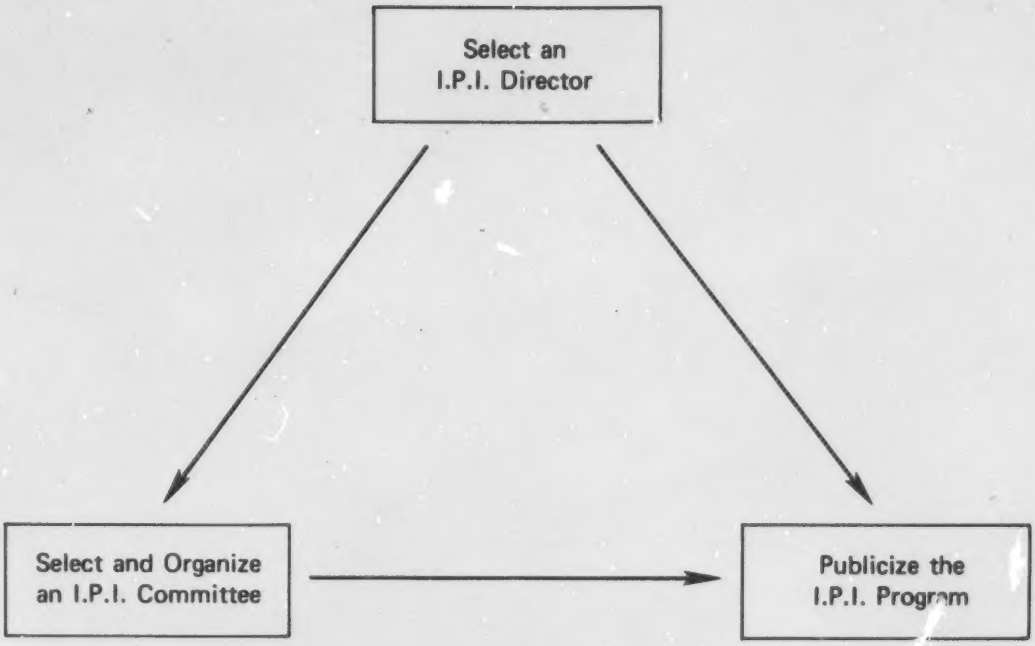
It is important to establish a time schedule for your public relations activities. In general, it is advisable to begin publicity efforts early in the I.P.I. process. Releasing information at the outset will encourage the groups concerned to feel more involved in the educational system and to be more cooperative and receptive. It also enables you to identify potential public relations problems before they become unmanageable.

The exact timing and frequency of information dissemination activities will depend upon the purpose for which information is to be released. For example:

- If the general community is to be informed of the results of the process, it may be necessary only to issue a news release at the inception describing the program and at the conclusion describing the results.

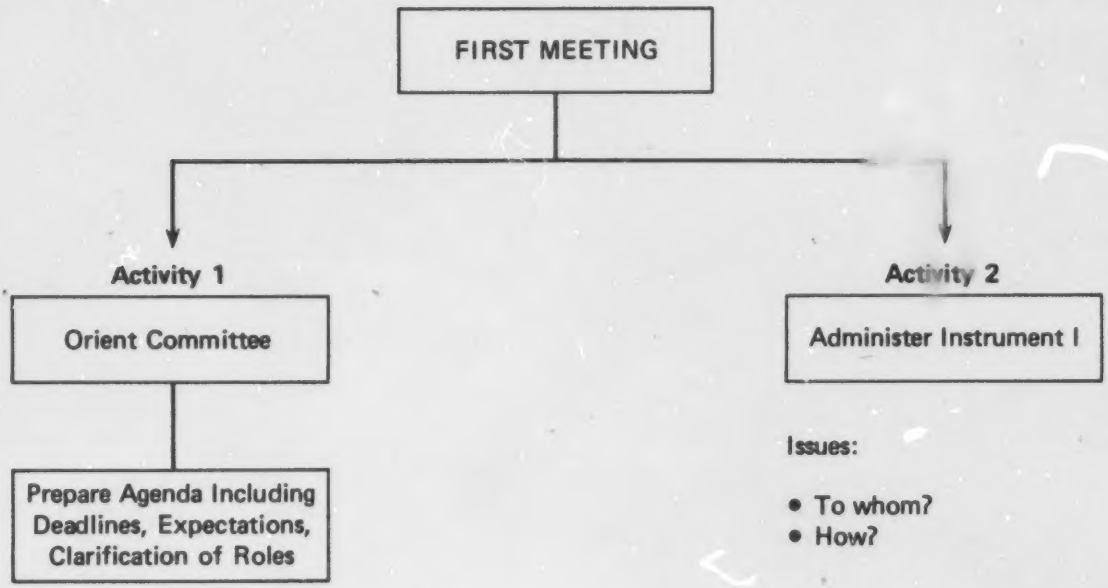
- If particular community or school constituencies are to be respondents to survey instruments, a more intensive schedule might be advisable—including news releases, newsletters, and follow-up letters to the groups involved.

Flowchart Summary of Step One



STEP TWO:
Orient I.P.I. Committee and Administer Instrument I

Step Two represents the first meeting of the I.P.I. Committee. There are two activities involved in this step. Activity 1 involves orienting the Committee members to the I.P.I. process and familiarizing them with the survey instruments. Activity 2 involves the administration of I.P.I. Instrument I.



STEP TWO – ACTIVITY 1:
ORIENT I.P.I. COMMITTEE

The orientation of the Committee is a very important element in the success and productivity of the I.P.I. program. The extent to which Committee members understand the purpose and value of the I.P.I. process, as well as the nature of their responsibilities, will determine how effectively they can participate in and monitor the program.

The responsibility for orienting the Committee rests with the I.P.I. Director. In order to ensure that Committee members fully understand the I.P.I. process and products, the Director must carry out certain responsibilities.

THE DIRECTOR SHOULD:

- describe the purpose of the program (see page 1).
- describe the district's reasons for adopting the program (see page 1).
- review the I.P.I. process step-by-step (see page 2).
- describe the content of the I.P.I. in terms of problem areas and categories (see pages 5-6).
- provide each Committee member with a copy of the Instrument Package.
- describe in detail the form and function of the three I.P.I. instruments (see pages 7-9).
- establish decision-making strategy to be used in meetings (e.g., majority vote or consensus).
- discuss a timeline for completing the I.P.I. process based on the strategy adopted for implementing the program.

STEP TWO – ACTIVITY 2:
ADMINISTER INSTRUMENT I

The second activity of Step Two is the administration of I.P.I. Instrument I. Instrument I, a copy of which appears on pages 27 and 28, lists all 51 problem categories and requires respondents to indicate:

1. whether a given category represents an important area in which to identify problems in the district (yes, emerging, no, undecided).

2. if yes, to what extent the problem category is an important one to explore (1 = very little importance, 2 = little importance, 3 = some importance, 4 = considerable importance, 5 = very great importance).

The administration of Instrument I permits the identification of general problem categories. Those assigned the highest priority ratings will be analyzed in greater depth via succeeding I.P.I. instruments. Instrument I requires little time to complete and ultimately serves to limit the range of problem areas that will be considered by the district, thereby enabling resources to be directed to the problem areas of highest priority.

If it has been decided that Committee members will respond to Instrument I (Option 1 or 3 on page 17), each member of the Committee should fill out a copy of the instrument at this point. **If Committee members decide they want to have their own completed instruments returned to them for reference during the review session at the next meeting, they should identify their papers before the instruments are collected for analysis.**

If it has been decided that individuals other than Committee members will respond to Instrument I (Option 2 or 3 on page 17), the Committee must at this point identify the individuals who are to receive the instrument. Two issues are germane to this activity. The first issue requires a decision regarding the selection of groups from which respondents will be drawn and the second requires a decision about the means of selecting individual respondents from those groups. These issues are addressed on pages 29 and 30.

NOTE: Prior to completion of Instrument I, the committee members should study the definitions of categories in Appendix I. Definitions are flexible and can be modified to fit the needs of the committee/district as necessary.

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT I: GENERAL PROBLEM CATEGORIES

Circle "Y" for "Yes" if the problem category listed below represents a current problem area. Circle "E" if the category represents an emerging or future problem area. Circle "N" for "No" if it ir not an important problem for the school district to consider at this time. Circle "U" if you are undecided. (Circle one per problem category.)

If you circled "Y" or "E", circle the number below that represents how important the problem area is relative to all of the problem areas for which you circled "Y" or "E".

CODE	PROBLEM CATEGORY	CURRENT PROBLEM AREA	EMERGING PROBLEM AREA	NOT A PROBLEM AREA	UNDECIDED	VERY LITTLE IMPORTANCE	LITTLE IMPORTANCE	SOME IMPORTANCE	CONSIDERABLE IMPORTANCE	VERY GREAT IMPORTANCE
	Curriculum and Instruction in Basic Skills									
01	Reading	Y	E	N	U	1	2	3	4	5
02	Mathematics	Y	E	N	U	1	2	3	4	5
03	Communication Skills/Language Arts	Y	E	N	U	1	2	3	4	5
04	Readiness Skills	Y	E	N	U	1	2	3	4	5
	Curriculum and Instruction in Science									
05	Science	Y	E	N	U	1	2	3	4	5
06	Environmental Education	Y	E	N	U	1	2	3	4	5
	Curriculum and Instruction in Home and Health Science									
07	Consumer Education/Family Life/Home Economics	Y	E	N	U	1	2	3	4	5
08	Health/Safety/Nutrition/Drugs and Alcohol	Y	E	N	U	1	2	3	4	5
09	Physical Education	Y	E	N	U	1	2	3	4	5
10	Interscholastic and Intramural Athletics	Y	E	N	U	1	2	3	4	5
	Curriculum and Instruction in Cultural and Social Studies									
11	Social Studies	Y	E	N	U	1	2	3	4	5
12	Citizenship	Y	E	N	U	1	2	3	4	5
13	Foreign Language	Y	E	N	U	1	2	3	4	5
	Curriculum and Instruction in the Arts									
14	Visual Arts	Y	E	N	U	1	2	3	4	5
15	Music	Y	E	N	U	1	2	3	4	5
16	Literature	Y	E	N	U	1	2	3	4	5
17	Theatre	Y	E	N	U	1	2	3	4	5
18	Dance/Movement	Y	E	N	U	1	2	3	4	5
	Intercurricular Concepts									
19	Vocational and Career Education	Y	E	N	U	1	2	3	4	5
20	International Studies and Cross-Cultural Education	Y	E	N	U	1	2	3	4	5
21	Responsibility/Character Education	Y	E	N	U	1	2	3	4	5
22	Critical Thinking/Problem Solving/Decision Making	Y	E	N	U	1	2	3	4	5
23	Study Skills	Y	E	N	U	1	2	3	4	5
24	Arts in General Education	Y	E	N	U	1	2	3	4	5
	Special Programs									
25	Early Childhood	Y	E	N	U	1	2	3	4	5
26	Gifted	Y	E	N	U	1	2	3	4	5
27	Minority/Disadvantaged	Y	E	N	U	1	2	3	4	5
28	Neglected/Delinquent/Dropout	Y	E	N	U	1	2	3	4	5
29	Adult Education	Y	E	N	U	1	2	3	4	5
30	Special Needs	Y	E	N	U	1	2	3	4	5

District Name

County — District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT I: GENERAL PROBLEM CATEGORIES

Circle "Y" for "Yes" if the problem category listed below represents a current problem area. Circle "E" if the category represents an emerging or future problem area. Circle "N" for "No" if it is not an important problem for the school district to consider at this time. Circle "U" if you are undecided. (Circle one per problem category.)

If you circled "Y" or "E", circle the number below that represents how important the problem area is relative to all of the problem areas for which you circled "Y" or "E"

CODE	PROBLEM CATEGORY	CURRENT PROBLEM AREA	EMERGING PROBLEM AREA	NOT A PROBLEM AREA	UNDECIDED	VERY LITTLE IMPORTANCE	LITTLE IMPORTANCE	SOME IMPORTANCE	CONSIDERABLE IMPORTANCE	VERY GREAT IMPORTANCE
	Resource and Support Services									
31	Media and Library Services	Y	E	N	U	1	2	3	4	5
32	Food Services	Y	E	N	U	1	2	3	4	5
33	Transportation Services	Y	E	N	U	1	2	3	4	5
34	Health and Medical Services	Y	E	N	U	1	2	3	4	5
35	Counseling and Guidance Services	Y	E	N	U	1	2	3	4	5
36	Psychological and Social Work Services	Y	E	N	U	1	2	3	4	5
37	Coordination of Pupil Personnel Services	Y	E	N	U	1	2	3	4	5
	Program Planning and Development									
38	Educational Programming	Y	E	N	U	1	2	3	4	5
39	Educational Planning	Y	E	N	U	1	2	3	4	5
40	Pre-service Education	Y	E	N	U	1	2	3	4	5
41	In-service Education	Y	E	N	U	1	2	3	4	5
42	Teaching Methods and Techniques	Y	E	N	U	1	2	3	4	5
	Educational Administration and Policy									
43	Finance and Staffing	Y	E	N	U	1	2	3	4	5
44	Individual Rights and Responsibilities	Y	E	N	U	1	2	3	4	5
45	Physical Plant and Facilities	Y	E	N	U	1	2	3	4	5
46	School-Community Relations	Y	E	N	U	1	2	3	4	5
47	Administrative Organizations	Y	E	N	U	1	2	3	4	5
	Research and Evaluation									
48	Research and Utilization	Y	E	N	U	1	2	3	4	5
49	Selection and Evaluation of Personnel	Y	E	N	U	1	2	3	4	5
50	Evaluation of Students	Y	E	N	U	1	2	3	4	5
51	Evaluation of Education Programs	Y	E	N	U	1	2	3	4	5

ISSUE: ADMINISTER TO WHOM?

If the Committee is to function in accordance with Option 2 or 3 (page 17), Committee members must identify the group(s) that will receive the I.P.I. instruments. Since the Committee may act in accordance with Option 2 or 3 for one or more of the three I.P.I. instruments, this discussion of the identification of respondent groups applies to all three instruments.

The Committee's basic task in identifying respondent groups is to make a judgment about how best to deploy the resources available in collecting information that best reflects the perceptions of problems in the district.

The focus of the discussion about possible respondent groups should be the list of community constituencies on page 14. A number of considerations bear on the selection of one or more of these constituencies. Among these considerations might be:

- the purpose for which you are conducting the I.P.I. program.
- the relative facility with which various groups in your community can be induced to participate in the process.
- the relative importance of involving a particular group at some stage of the process.
- the resources you can devote to surveying various groups (e.g., it may require more time and resources to survey parents than to survey teachers).

In addition, the Committee might discuss whether some groups are more appropriate potential respondents for some instruments than for others. For example, a survey of several different constituencies might be considered most appropriate for Instruments I and III, whereas a survey of one particular group might be judged the best way to assess perceptions of specific problems in a given area (Instrument II). Thus, you might decide to ask teachers to respond to the Instrument II section on one high-priority problem area, but ask parents or students to respond to the section on a different problem area.

ISSUE: ADMINISTER ON WHAT BASIS?

Once a decision has been reached about which groups are to respond to the instrument, the Committee must decide whether selected constituencies will be assessed on:

1. a census basis (all members)
2. a sampling basis (selected members)

If census assessment is planned for any constituencies, the Director need only obtain a list of the names of all members of the constituency. A copy of the instrument would then be mailed or delivered to each member, with instructions for completing and returning it to the Director within a specified time period.

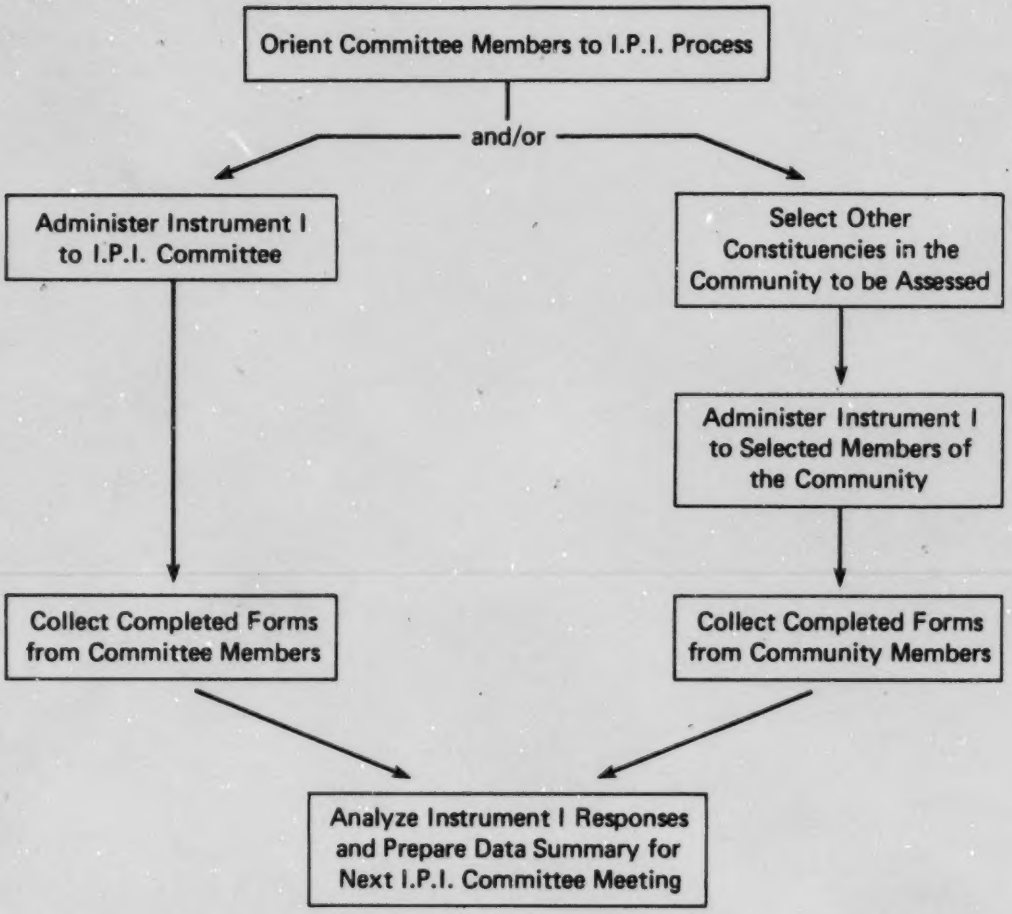
If sampling is planned for any constituencies (e.g., students or parents), the Committee must determine a sampling plan and select respondents according to the plan. Random sampling may be conducted on a strictly **formal** basis by obtaining, for example, a list of the names of all students in the district. Then each name on the list would be assigned a number and a table of random numbers could be used to select names from the list. Alternatively, random sampling could be conducted on an **informal** basis by sending a package of instruments to a principal, for example, and asking him/her to select at random a group of students or parents to respond to the instrument.

In conducting random sampling, the Committee may wish to consider representation of a cross-section of members of a group on such dimensions as:

- school attended (students, school staff)
- grade level (students)
- teaching area/subject (teachers, school support staff)
- size of institution (principals, business representatives)
- age of children (parents)

The number of respondents sampled from each constituency and the number of dimensions considered in their selection will depend on the resources of the district. However, it is the responsibility of the Director to ensure that the instruments are distributed, returned, and analyzed before the next meeting of the Committee.

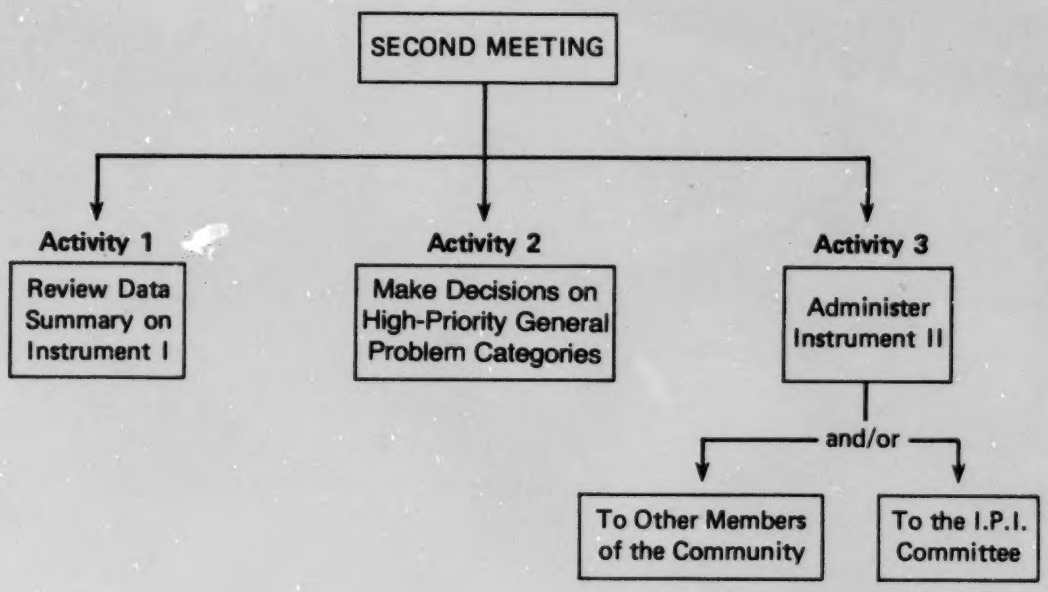
Flowchart Summary of Step Two



It is the Director's responsibility to have the responses to Instrument I summarized. The Director may negotiate with the Illinois State Board of Education to have the responses processed by Illinois State Board of Education computers. Alternatively, the Director may assign someone in the district to analyze the responses and prepare a summary of results for the Committee's review. See the appendix for data analysis and reporting methods.

STEP THREE:
Identify General Problem Categories and Administer Instrument II

Step Three represents the second meeting of the I.P.I. Committee. Three activities occur in this step. Activity 1 is the review of the summarized responses to Instrument I. Activity 2 is Committee negotiation for agreement on high-priority general problem categories. Activity 3 is the administration of I.P.I. Instrument II.



132

STEP THREE – ACTIVITY 1:
REVIEW INSTRUMENT I RESULTS

The Director should first provide each Committee member with a copy of Instrument I. If Committee members completed this instrument and identified their papers, each member should have his or her own copy returned. If papers were not identified or if Committee members did not complete Instrument I, then each Committee member should be provided with a blank copy of the instrument for reference during the review session.

The Director should then proceed to guide the Committee through a review of the results of the Instrument I administration. That is, the Director should report:

1. the percentages of respondents who identify a category on the list as a district problem (i.e., the percentage who responded "y" for "yes").

2. the percentages of respondents who identified a category on the list as an emerging district problem (i.e., the percentage who responded "e" for "emerging").

3. the average (mean) rating on importance (across all respondents) assigned to each problem category.

If there are high percentages in the "u" or "undecided" column, the committee should explore those categories to determine if the percentages are a result of:

1.) lack of understanding of the category

2.) insufficient information on the district's status relative to the category.

The current problems and emerging problems can be analyzed separately or together. Experience suggests that a district should analyze no more than five categories at any one time because of the quantity of specific statements which must be discussed and validated later in the process. Thus, there are three alternatives available to districts at this point:

1.) A maximum of five current problems can be analyzed further.

2.) A combination of current and emerging problems (not to exceed five) can be analyzed further.

3.) A maximum of five emerging problems can be analyzed further.

STEP THREE – ACTIVITY 2:
DECISION-MAKING ON HIGH-PRIORITY CATEGORIES

After the data summary for Instrument I has been reviewed, Committee members must decide which problem categories to select for further exploration using Instrument II.

1. The Committee must first decide what kind of decision-making they will accept—for example, unanimous agreement, majority vote or consensus.

2. The Director should then lead a discussion about the **number** of problem categories that can be explored in depth. A number of considerations bear on this discussion, including the time and resources available for collecting data and the number of respondents who will receive Instrument II. It should be borne in mind that **each** problem category is matched to a corresponding section (page) of Instrument II. Thus, if five problem categories are selected for further analysis, five corresponding Instrument II sections (each containing related specific problem statements) will be administered in Activity 3. The outcome of this discussion should be an agreement on a specific number or range (for example, between two and five) of problem categories to be selected for further analysis.

3. The Committee must now reach agreement on which of the problem categories to explore in depth. It may prove useful to begin by agreeing on a definition of a "high-priority problem category" formulated in terms of "cut-off" scores. An example of this kind of definition is illustrated below.

EXAMPLE:

Definition: A **high-priority problem category** is one that received at least 50% "yes" responses and was assigned an average importance rating of at least 2.5.

	At least 50% "yes"	Less than 50% "yes"
Rating 2.5 or higher	X	
Rating lower than 2.5		

Result: The problem areas that are eligible for inclusion in the box marked with an "X" will be considered **high-priority problem categories.**

If a blackboard is available, the tally of all problem categories can be entered on a chart as above, using the code numbers assigned to each problem category to identify categories on the chart.

4. If the cut-off score is set too low, the number of identified problem categories may exceed the number agreed upon for analysis. Alternatively, if the cut-off is set too high, the resulting set of high-priority problem categories may be too small. In order to select the agreed-upon number of high-priority problem categories, the Committee may have to adopt a different cut-off score or negotiate additions to or deletions from the list of high-priority problem categories until consensus is reached.

5. The final outcome of Activity 2 should be agreement on a set of high-priority problem categories to be assessed in greater depth in succeeding steps.

STEP THREE – ACTIVITY 3: ADMINISTER INSTRUMENT II

The third activity in this step is the administration of Instrument II. For each **selected** general problem category, the corresponding section (page) of Instrument II will be administered.

The entire Instrument II (actually a set of instruments, one for each category) is provided in the separate Instrument Package. An example of Instrument II (one side of the **Reading** category page) appears on page 35. The instrument requires respondents to:

1. indicate whether specific statements reflect problems in the district (yes/no/undecided);
2. if yes, indicate at what grade level(s) the problem exists; and
3. if yes, indicate the evidence they are using to document the problem.

The number of general problem categories selected by the Committee in Activity 2 will determine the scope of Instrument II administration. Committee members should complete Instrument II before leaving the meeting, if this is their assigned task. **If they wish to have their own completed instruments returned to them for reference, they should identify their papers before the instruments are collected for analysis.**

Alternatively, if Instrument II is to be administered to any individuals who are not members of the Committee, then the Director should arrange to forward copies of the customized Instrument II (i.e., the appropriate set of pages) to these respondents. These respondents may or may not be those who completed Instrument I. If a new set of respondents is to be identified for Instrument II, the reader is directed to the guidelines suggested on pages 29 and 30. As was indicated in that discussion, it is possible to assign different problem categories (i.e., pages of Instrument II) to different constituencies on the appropriateness of the category content to the group. For example, if the Committee decides to administer three Instrument II categories—(1) In-service Education, (2) Mathematics, and (3) School/Community Relations—the Committee may send categories (1) and (2) to teachers and category (3) to a random sample of community members.

District Name

County - District

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non parent)
☐ Teacher
☐ Student ☐ Other

ILLINOIS PROBLEMS INDEX INSTRUMENT II: READING

Circle "Y" for "Yes" if the statement represents a current or emerging problem in your school district. Circle "N" for "No" if the statement does not represent a problem. Circle "U" if you are undecided. Add additional problem statements at the end of the list if necessary.

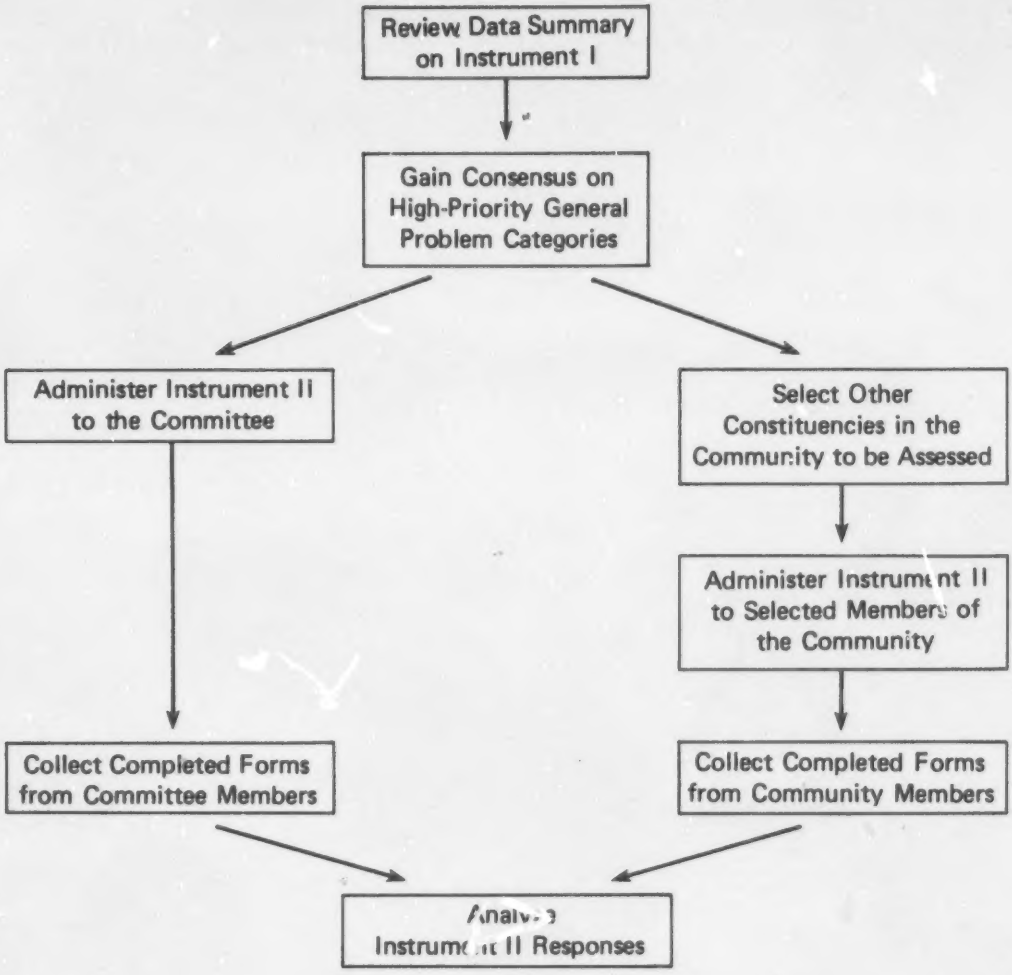
If you circled "Y", indicate the grade level(s) at which the problem occurs:

1 = Grades K-3 4 = Grades 9-12
2 = Grades 4-6 5 = All Grades
3 = Grades 7-8 6 = Other

If you circled "Y", circle the numbers below that describe the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	CLASSROOM/SCHOOL CONDITIONS	STUDENT(S) I KNOW	RESEARCH STUDIES/ EXPERT OPINION	TEST SCORES	BUDGET	CURRICULUM MATERIALS	OTHER
0101	Students cannot read.	Y	N	U		1	2	3	4	5	6	7
0102	Students do not comprehend what is read.	Y	N	U		1	2	3	4	5	6	7
0103	Students do not analyze what is read.	Y	N	U		1	2	3	4	5	6	7
0104	Students do not reason logically from what is read.	Y	N	U		1	2	3	4	5	6	7
0105	Students do not make judgments about what is read.	Y	N	U		1	2	3	4	5	6	7
0106	Students do not have skills for learning new words.	Y	N	U		1	2	3	4	5	6	7
0107	Students do not analyze word root, prefixes and suffixes to determine the meaning of words.	Y	N	U		1	2	3	4	5	6	7
0108	Students do not discriminate between fact and opinion.	Y	N	U		1	2	3	4	5	6	7
0109	Students do not draw conclusions, generalizations, and inferences from what is read.	Y	N	U		1	2	3	4	5	6	7
0110	Students cannot use reference materials efficiently (e.g. dictionaries, encyclopedias).	Y	N	U		1	2	3	4	5	6	7
0111	Students cannot use indexes, table of contents, and glossaries.	Y	N	U		1	2	3	4	5	6	7
0112	Students cannot read graphic materials (e.g., maps, tables, graphs).	Y	N	U		1	2	3	4	5	6	7
0113	Students do not read aloud in an effective manner.	Y	N	U		1	2	3	4	5	6	7
0114	Students do not adapt the style and speed of their reading to particular purposes.	Y	N	U		1	2	3	4	5	6	7
0115	Students do not vary their reading materials.	Y	N	U		1	2	3	4	5	6	7
0116	Students do not choose to read on their own.	Y	N	U		1	2	3	4	5	6	7

Flowchart Summary of Step Three

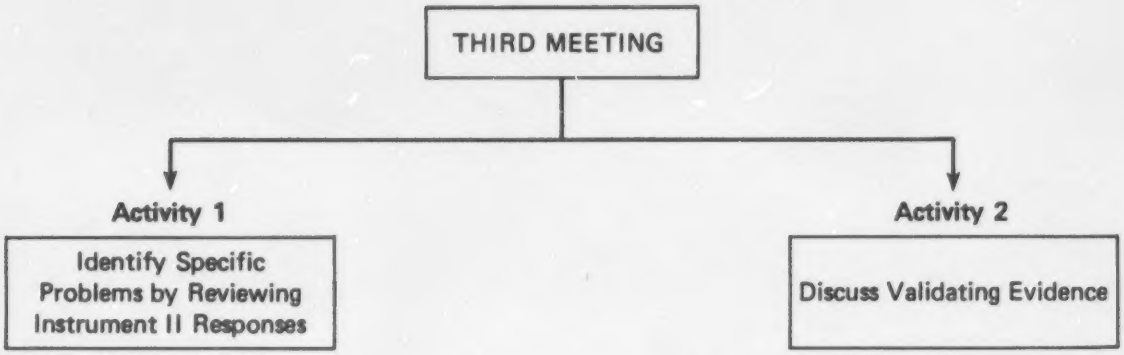


It is the Director's responsibility to have the responses to Instrument II summarized. The Director may negotiate with Illinois State Board of Education to have the responses processed by Illinois State Board of Education computers. Alternatively, the Director may assign someone in the district to analyze the responses and prepare a summary of results for the Committee's review. See the appendix for data analysis and reporting methods.

STEP FOUR:

Identify Specific Problems and Supporting Evidence

This step represents the third meeting of the I.P.I. Committee. There are two related activities. The first is a review of the data summary for Instrument II on the percentage of individuals agreeing on specific problems. The second activity is a review of evidence documenting the existence of specific problems.



STEP FOUR – ACTIVITY 1:
IDENTIFY SPECIFIC PROBLEMS

The first activity of this step requires the I.P.I. Committee to review the summary of responses to Instrument II. In addition to having a report of these data ready for discussion, the Director should have prepared a list of any problem statements that were added to Instrument II by respondents. Committee members should be provided with their own copies of Instrument II if they completed and identified these forms at the previous meeting. Otherwise, they should be provided with blank copies of the instrument for reference during the review of responses.

This initial activity should be restricted to a review of the percentage of individuals who agreed ("yes") that a given problem statement represents a problem in the district. **The review procedure can be similar to that adopted in Activity 2 of Step Three (page 34). That is, the Committee may set an initial cut-off score of, for example, at least 50% agreement on a given problem statement.**

Concurrently, the Committee must examine the problem statements that were added to the instrument list by respondents. If one of these new problem statements is adopted by the Committee as representing a high-priority problem, it should be added to the list of Instrument II problem statements. Similarly, if the Committee decides to alter the wording of an existing problem statement, the original code number should be deleted and the revised problem statement should be added in the space at the bottom of the instrument. This procedure is necessary in order to ensure conformity with the Illinois State Board of Education and Resource Network data bank.

This initial examination of the data summary for Instrument II serves to restrict the pool of specific problems in each category to those of highest priority. If the number of specific problems remains too large, a higher cut-off score should be established and applied. The final outcome of this activity should be a restricted set of specific problem statements. The high-priority problem statements to be assessed by Instrument III will be drawn from this set by reviewing validating evidence. This review occurs in Activity 2.

STEP FOUR – ACTIVITY 2:
DISCUSS VALIDATING EVIDENCE

During this activity, the Committee will begin the process of validating the existence of problems represented by the problem statements identified as high-priority in the previous activity.

The Director should lead a discussion of the kinds of evidence that Committee members will accept as documentation that problems exist. The kind of documentation required to validate the existence of a problem will generally depend upon the type of problem. In some cases, test scores may be the most appropriate validating evidence; in other cases, research reports or census data may be most appropriate. Occasionally, the Committee might decide that the responses to the I.P.I. instrument themselves are sufficient documentation that a problem exists. This latter decision might be reached in the case of educational problems (such as those in the affective domain) that are not easily validated independently.

After the Committee has reached agreement on the kind of documentation required to validate a given problem, it must determine whether there exists in district records sufficient documentation of that kind to validate each problem that received a high percentage of "yes" responses on Instrument II. At this point in the process, it will be useful to have a district research person present at the meeting. This person may be able to provide information about existing data that the district has on hand. If the researcher can inform the Committee that existing evidence of the type required to document a given problem does in fact validate the problem, this can eliminate the need for a data request. **In addition, Committee members should be encouraged to bring to the attention of the Committee any data they know of that validate high-priority problems. Special attention must be given to winning the total commitment of the Committee to the high-priority problems ultimately identified.**

If the content of the district's existing evidence is unknown to the district researcher or to Committee members, the Committee may want to request supporting data for a problem statement. Types of evidence that the Committee might request from the district include:

- norm-referenced test scores
- criterion-referenced test scores
- attendance data
- cost studies
- district program plans
- census data (e.g., amount/number of materials, personnel, etc.)
- process data (e.g., observations by consultants, specialists, etc.)
- paper and pencil surveys
- interview with community members

The district may choose to forward the requested data to the Committee or merely to communicate whether or not the data validate the problems identified. This latter communication of the content of existing data may serve to eliminate time-consuming efforts on the part of the Committee. It is the responsibility of the I.P.I. Director to request and obtain from the district the data (or a description of it) required by the I.P.I. Committee. This information should be available for the Committee's consideration at the next meeting.

At the conclusion of Activity 2 the list of problem statements identified in Activity 1 as having received a high percentage of "yes" responses on Instrument II should be broken down into four categories, **those for which existing evidence is:**

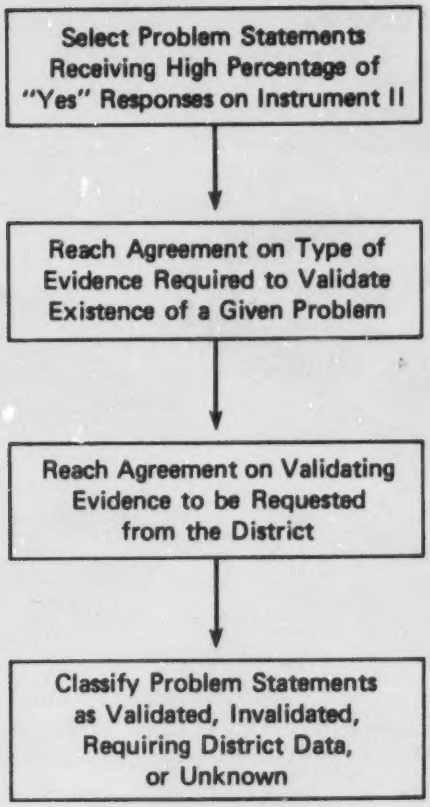
1. known by someone present at the meeting to validate that the problem exists
2. known by someone present at the meeting to show that the problem does not exist
3. being requested from the district for presentation at the next meeting
4. not currently known or available from the district

The Director should make a record of the category into which each high-priority problem statement falls for reference at the next meeting.

Method of Grouping Statements for Validation			
I	II	III	IV
Problems known and agreed to be valid	Problems do not exist. Agreed to be invalid.	Problems for which district data should be reviewed.	Problems for which there is not data nor agreement.

In cases where everyone agrees that a problem exists (as in column I), no further validation needs to be sought. Efforts should be directed towards those problems identified in column III. These problems will be the focus of Meeting Four.

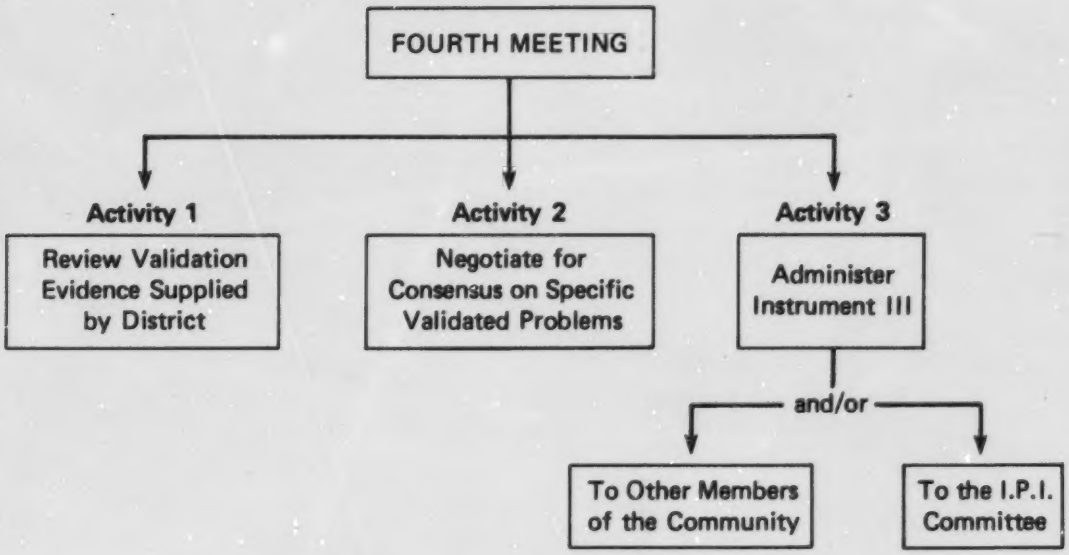
Flowchart Summary of Step Four



The I.P.I. Director should obtain evidence requested by the Committee before the next meeting. If no validation evidence is required, the Committee may choose to proceed to Step Five at the same meeting.

STEP FIVE:
Validate Specific Problems and Administer Instrument III

This step represents the fourth meeting of the Committee. Three activities are involved in this step. The first activity is the review of the data obtained from the district to validate specific problems. The second activity is the final selection of specific validated problems to be subjected to further analyses. The third activity is the administration of Instrument III to determine the extent of district effort that should be directed toward resolving each problem.



STEP FIVE – ACTIVITY 1:
REVIEW VALIDATION EVIDENCE

During this activity the validation evidence provided by the district at the Committee's request should be reviewed. The I.P.I. Director may need to make a presentation of this evidence if copies of documents cannot be provided for all members.

The outcome of this review of data supplied by the district should be the reclassification of problem statements for which evidence was requested from the district (those problems in category 3; see page 41).

In general, the problem statements reviewed during this activity will be reclassified as "validated" or "invalidated" unless evidence requested from the district is unavailable, obsolete, or inappropriate. In any case, the problem statements reviewed during this activity should be added to the list of those problem statements already classified in these three categories at the previous meeting.

At this point all of the problem statements identified as representing high-priority problems on the basis of the high percentage of "yes" responses on Instrument II will have been classified as "validated," "invalidated," or "unknown."

STEP FIVE – ACTIVITY 2:
CONSENSUS ON HIGH-PRIORITY PROBLEMS

In this activity the Committee should review the classification of problem statements. It should be borne in mind that all of these problem statements were selected by a high percentage of respondents to Instrument II as representing problems in your district.

1. The Committee should review the list of **validated** high-priority problems to ensure that agreement about the validity and importance of these problems has been reached. These problems are to be listed on Instrument III for further assessment.

2. The Committee should decide what action, if any, should be taken in the case of problem statements that are not known to represent problems. The Committee may choose to draft recommendations for research to determine if the problems represented by some or all of the problem statements in this group exist in the district. Or, the Committee may choose to add some of these "questionable" problem statements to Instrument III, if the consensus is that validation of the problem is inherently difficult.

3. The Committee should decide what action, if any, should be taken in the case of problem statements that are known not to represent problems in your district. If Instrument II was completed by individuals not on the Committee, the Committee may recommend a public relations effort to advise respondents that, based on the evidence, these problems do not exist.

STEP FIVE – ACTIVITY 3:
ADMINISTER INSTRUMENT III

This activity involves the administration of Instrument III, which directs respondents to indicate the extent to which district resources should be directed toward solving each validated problem. A copy of the instrument form appears on page 47. It is blank because the validated problems selected by the Committee will be different for every district and must be entered on the page(s) upon selection.

If the Committee members alone are respondents to the instrument, they should be instructed to enter each selected problem (along with its numerical code) on a personal copy of the instrument. This may be done during the final review in Activity 2 or as a separate activity here.

In either case, all Committee members must enter selected problems on Instrument III in the same order. Identical ordering is important for data processing purposes. Each member should then complete the instrument for each problem listed.

If the instrument is to be administered to any individuals who are not members of the Committee, a decision about who these respondents should be must be reached. The respondents may or may not be those who completed either Instrument I or II. If a new group of respondents is to be identified for Instrument III, the reader is directed to the guidelines suggested on pages 29 and 30.

> If other members of the community are to respond to the instrument, the I.P.I. Director is responsible for having the final list of validated high-priority problem statements typed onto Instrument III page(s). The page(s) should be copied and delivered to all selected respondents.

DISTRICT NAME

COUNTY - DISTRICT

- ☐ Board Member
- ☐ Administrator
- ☐ Teacher
- ☐ Student
- ☐ Parent
- ☐ Community Member (non parent)
- ☐ Other

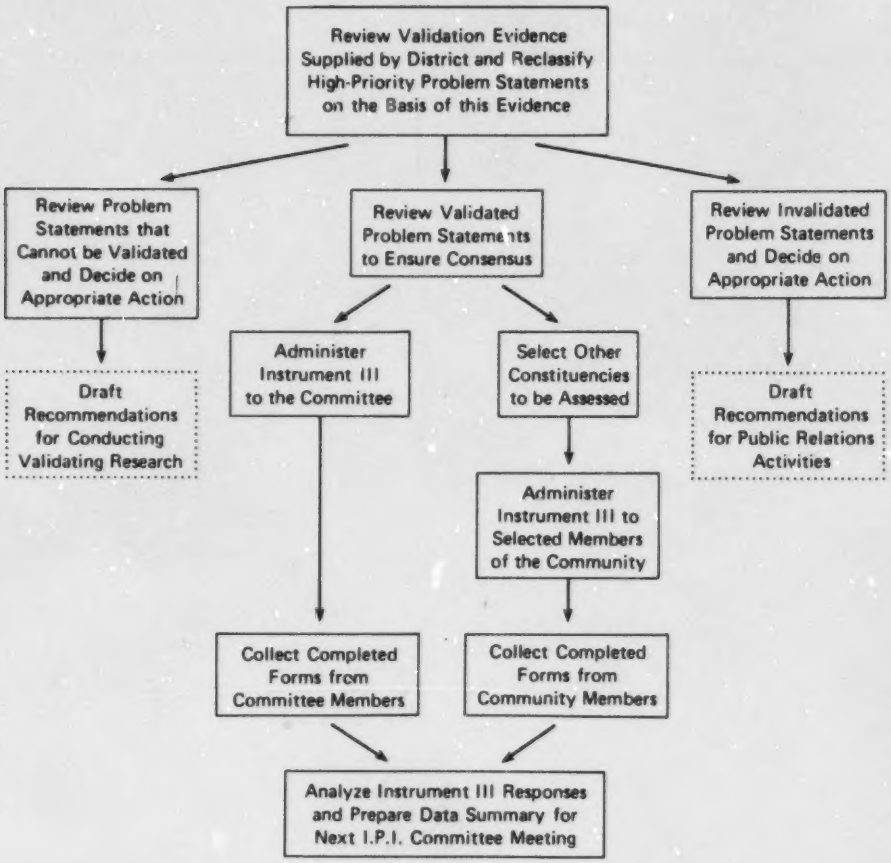
ILLINOIS PROBLEMS INDEX INSTRUMENT III:
SELECTED PROBLEM STATEMENTS

The following problem statements represent problems that have been shown to exist in your school district.

Circle the number below that represents the extent to which you would like your district to allocate resources toward solving these problems.

CODE	PROBLEM STATEMENT	Not at All	To a Small Extent	To Some Extent	To a Large Extent	To a Very Large Extent
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

Flowchart Summary of Step Five

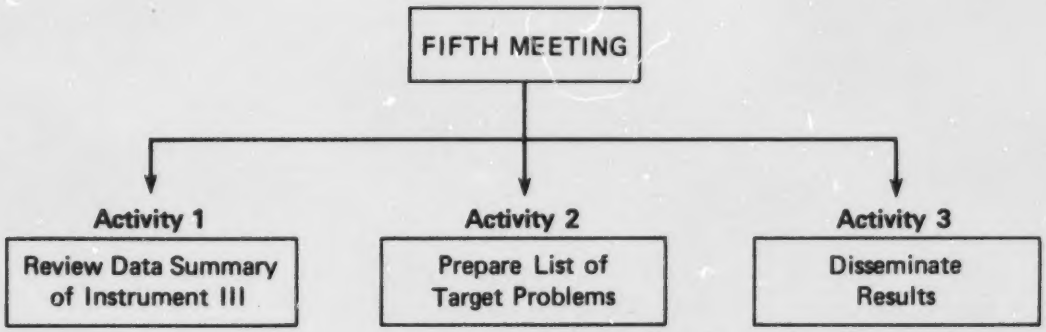


It is the Director's responsibility to have the responses to Instrument III summarized. The Director may negotiate with Illinois State Board of Education to have the responses processed by Illinois State Board of Education computers. Alternatively, the Director may assign someone in the district to analyze the responses and prepare a summary of results for the Committee's review. See the appendix for data analysis and reporting methods.

STEP SIX:

Prepare and Disseminate List of High-Priority Target Problems

This step represents the fifth meeting of the I.P.I. Committee. Three activities occur at this step. The first activity is a review of the data summary of Instrument III. The second activity is negotiation on the preparation of a list of target problems. The third activity is dissemination of the results of the I.P.I. process to the community.



STEP SIX – ACTIVITY 1:
REVIEW INSTRUMENT III RESULTS

During this activity the Committee reviews the summarized responses to Instrument III. Results show the average rating across respondents of the extent to which the district should devote its resources toward solving each problem. The higher the rating, the more effort is desired toward the solution of the problem.

In evaluating these average scores, Committee members will need to consider the extent of district resources available and, thus, the number of problems to be selected for inclusion in their final report. In addition, the Director should be prepared to inform Committee members of any legally-mandated minimum requirements of educational programs in the district, as these requirements may limit the district's capacity to effect changes in certain problem areas. Within this limit, the Committee can select those problems assigned the highest ratings.

STEP SIX – ACTIVITY 2:
PREPARE LIST OF TARGET PROBLEMS

This activity involves ranking the validated target problems in order of importance. This may be accomplished purely on the basis of average ratings: the problem with the highest rating is assigned highest priority, etc. However, the Committee may wish to consider the cohesiveness of programmatic efforts that will result from the I.P.I. process. That is, two specific "reading" problems ranked first and fifth in terms of average ratings may be assigned priorities 1 and 2. This would suggest to consumers of the results that the reading program should be given highest priority. Alternatively, separation in rank of problems within a given category would be more difficult to interpret and act on in terms of program planning.

The Committee must discuss such issues and negotiate to gain consensus on a final ranked list of validated target problems. The I.P.I. Director must serve as "recorder" here, since it will be his/her responsibility to disseminate the results of the process.

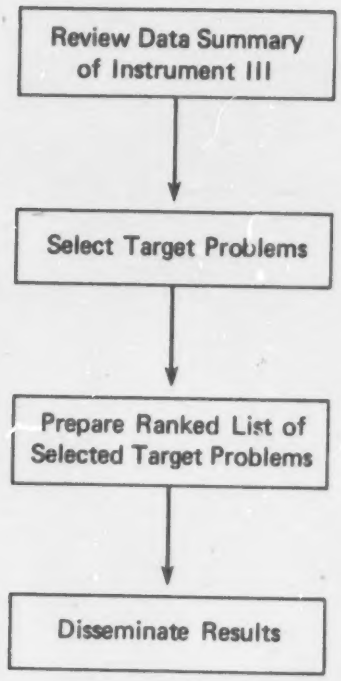
STEP SIX – ACTIVITY 3:
DISSEMINATE RESULTS

This activity involves the dissemination of I.P.I. results to the community. While chiefly the responsibility of the Director, it may prove useful to discuss with the Committee the possibilities for dissemination. Dissemination efforts may include:

- a report to the superintendent and board of education by the I.P.I. Director
- articles in existing school publications
- a brief brochure or flyer for general distribution
- news releases to local newspapers

Such dissemination materials may be written by Committee member(s) and/or the I.P.I. Director.

Flowchart Summary of Step Six



STEP SEVEN:

Define Potential Solutions, Support, and Timeline

Once the I.P.I. Committee has established a ranked list of high-priority target problems for district action, the district can proceed to develop remedial plans focused on these problems.

The district may delegate the responsibility of developing solutions to the I.P.I. Committee, or it may transfer these duties to other committees or groups already in operation in the district. The most appropriate locus of responsibility for generating solutions will depend upon the organizational and administrative characteristics of the district. However, if the district delegates planning duties to other committees or groups, it may be desirable to assign one or more members of the I.P.I. Committee to the group that will assume this responsibility in order to ensure continuity with the activities that were carried out by the I.P.I. Committee.

Step Seven includes seven basic activities, each of which is listed on page 54. These steps are not explicated in any detail, since the method of implementing them will vary considerably from district to district. The activities are listed out only as a planning guide for linking Illinois State Board of Education services to local district needs.

Flowchart Summary of Step Seven

Activity 1

Analyze the problems more thoroughly from a program and curriculum perspective to identify areas of curriculum or program where problems could be given attention.

↓

Activity 2

Meet with the Illinois State Board of Education representative to thoroughly define the problem statement in terms of curriculum, program methods and materials, or other resources the district might need in order to address the problem.

↓

Activity 3

Review any resources that the Illinois State Board of Education representative may have identified for the district through the Illinois Resource and Dissemination Network of the Illinois State Board of Education.

↓

Activity 4

Generate alternative solution strategies and cost out preferred strategies.

↓

Activity 5

Select a preferred strategy, generate new program goals and objectives, and establish a timeline for implementing them.

↓

Activity 6

Implement new programs/policy.

↓

Activity 7

Evaluate programs/policy.

The Illinois State Board of Education will provide assistance with any or all of the above steps, upon request of the school districts. Any resources identified through the Illinois State Board of Education will assist the local district with implementation, development, and evaluation of programs or policy.

APPENDIX I

DEFINITIONS OF CATEGORIES

1. Reading	—repeating words aloud or to one's self and comprehending those words.
2. Mathematics	—dealing with quantities, magnitudes, and forms, and their relationships, etc., by the use of numbers and symbols.
3. Communication Skills/Language Arts	—oral and written expression including listening, speaking, and writing.
4. Readiness Skills	—level of development of self-help, language, motor, cognitive, and other skills.
5. Science	—knowledge of nature and the physical world and the processes used in acquiring this knowledge.
6. Environmental Education	—study of effects on and problems of ecology, ecological balance, natural resources, and alternative energy sources.
7. Consumer Education/Family Life/Home Economics	—study of money management; importance of the family; and the science and art of homemaking, including clothing, budgeting, and child care.
8. Health/Safety/Nutrition/Drugs and Alcohol	—study of mental and physical normalities and abnormalities; knowledge of danger and accident preventatives; use and abuse of poisons, narcotics, and intoxicants.
9. Physical Education	—motor activities; fitness; individual and team sports as part of the regular instructional program.
10. Interscholastic/Intramural Athletics	—competitive and recreational sports programs provided outside of the instructional program.
11. Social Studies	—concepts, skills, values, and facts acquired through the study of history, geography, economics, psychology, sociology and anthropology.
12. Citizenship	—duties, rights, and privileges of members of a state or nation.
13. Foreign Language	—study of an oral and written communication system other than English.
14. Visual Arts	—knowledge of principles and elements and appreciation of art and its media of expression.
15. Music	—compositions of vocal and instrumental sounds or tones in varying melody, harmony, rhythm, and other qualities.

16. Literature	—study of writings of different styles in prose and verse.
17. Theatre	—dramatic production of literary scripts and the teaching of play analysis, interpretation, theatrical design, group ensemble work, dramatic movement, voice development, and stage presence.
18. Dance/Movement	—human movement as expressed through rhythmics, creativity, problem solving and dance forms.
19. Vocational and Career Education	—development of job skills and training; exploration of various career opportunities.
20. International Studies/Cross-cultural Education	—infusion of global education into all areas of the curriculum; integration of teaching of languages, bilingual education, and cross-cultural studies.
21. Responsibility/Character Education	—programs which foster development of social, spiritual and ethical values, and responsible behavior.
22. Critical Thinking/Problem Solving/Decision Making	—logical and analytical thought that considers alternatives and consequences in deciding solutions to problems and situations.
23. Study Skills	—time structure and use; use of reference resources.
24. Arts in General Education	—K-12 programs with all arts (dance, music, visual arts, theatre, literary arts, media arts) as integral to the general or basic education of all students.
25. Early Childhood	—skills acquired between ages 0 and 6; as a program, education of children aged 3-5 who have skills below their developmental expectancy.
26. Gifted	—special abilities in general intelligence, creativity, leadership, and other areas.
27. Minority/Disadvantaged	—provision for minority ethnic and racial groups/socially and economically disadvantaged.
28. Neglected/Delinquent/Dropout	—programs to prevent and/or combat conditions that cause problems for the neglected, delinquent, or dropout student.
29. Adult Learners	—programs and provision for adult education.

30. Special Needs	—special education programs for the emotionally and educably mentally handicapped; special education programs for the medically handicapped (physically—multiply—visually—hearing—blind—deaf); diagnostic, instructional, and support services for special learners and students needing behavior management (learning disabled—speech and language impaired—emotionally disturbed—socially maladjusted).
31. Media and Library Services	—learning center materials and programs.
32. Food Services	—breakfast and lunch services.
33. Transportation Services	—school bus services.
34. Health and Medical Services	—accident and disease prevention and control programs and services.
35. Counseling and Guidance Services	—assistance in planning academic programs and in solving personal and adjustment problems.
36. Psychological and Social Work Services	—therapy programs for individuals and groups of students; screening and evaluation of students for special services; family counseling.
37. Coordination of Pupil Personnel Services	—efficient and effective use of resources in providing pupil personnel services (guidance, school psychology, social work, etc.).
38. Educational Programming	—system for needs assessment and for curriculum decision making that makes maximum use of resources to meet each student's needs.
39. Educational Planning	—system for long term and short term planning of educational goals, objectives, and performance objectives.
40. Preservice Education	—college preparation of teachers and other personnel and assessment of teacher competency prior to placement.
41. In-service Education	—awareness and training activities designed to help staff grow personally and professionally.
42. Teaching Methods and Techniques	—the instructional process.
43. Finance and Staffing	—funding of the educational program and selection of staff for the program.

44. Individual Rights and Responsibilities	—privileges and obligations of board members, staff, parents, students, and community members in the district.
45. Physical Plant and Facilities	—buildings, grounds, fixtures, equipment, etc., of the school property.
46. School-Community Relations	—cooperation and communication between persons and groups inside and outside of the school system.
47. Administrative Organizations	—structure of district personnel and work processes.
48. Research and Utilization	—systematic investigation of some areas of concern or interest and the use of that information.
49. Selection and Evaluation of Personnel	—selection of staff; appraising teaching, non-teaching, and administrative staff for the purpose of improving the educational process.
50. Evaluation of Students	—appraising the potential and performance of individuals to determine their status as learners.
51. Evaluation of Educational Programs	—appraising the worth and/or the effectiveness of curriculum and instruction.

APPENDIX II

DATA ANALYSIS AND REPORTING PROCEDURES

DATA REPORTING PROCEDURES FOR INSTRUMENT I

There are two questions on Instrument I:

1. Does the problem category represent a current problem area? (yes/emerging/no/undecided)
2. How important is the problem? (1-5 importance rating)

Results of both questions should be reported to the Committee. A report form appears on the following page. The data analyst may use this form or any facsimile of it.

INSTRUCTIONS FOR DATA ANALYSIS

Question 1: Is it important?

1. Count the number of respondents (N) to the instrument: N = _____

2. For each problem category:

   a) Sum the number of "yes" responses and divide by N: % Yes = _____

   b) Sum the number of "emerging" responses and divide by N: % Emerging = _____

   c) Sum the number of "no" responses and divide by N: % No = _____

   d) Sum the number of "undecided" responses **and** blanks and divide by N: % Undecided = _____

3. Fill in the four percentages for each category in the corresponding columns on the data report form.

Question 2: How important?

1. For each problem category:

   a) Count the number of responses **excluding blanks** (n), since only those who responded "yes" or "emerging" to Question 1 should answer Question 2. n = _____

   b) Sum the ratings for the problem category and divide by n (round to the nearest tenth): Average rating = _____

2. Enter the average rating for each problem category in the corresponding column on the data report form.

Note: It would be helpful if xerox copies of the data report were prepared for each Committee member. If this is not feasible, the data must be presented in another fashion to the Committee (e.g., on a blackboard or flipchart).

Data Report Form for Instrument I

	Is this an important area in which to identify problems?				
Problem Category (Code Number)	% Yes	% Emerging	% No	% Undecided	Average Rating of Importance

DATA REPORTING PROCEDURES FOR INSTRUMENT II

There are essentially three questions on Instrument II:

1. Is this a problem in your district? (yes/no/undecided)
2. At what grade level(s) does the problem occur? (six categories)
3. What evidence are you using to document the problem? (seven categories)

Results on all three questions should be reported to the Committee. A sample report form follows. The data analyst may use this form or any facsimile; however, the problem statements (or their codes) on the selected Instrument II category assessed by the district must be typed or written onto the data report form. If codes are used, the Committee must have copies of the original document in order to review the data.

INSTRUCTIONS FOR DATA ANALYSIS

Question 1: Is it a problem?

1. Use instructions for Instrument I, Question 1, and apply them to each problem statement; enter on the data report form:

N = _____
% Yes = _____
% No = _____
% Undecided = _____

Question 2: At what grade level(s)?

1. For each problem statement:

   a) Count the number (n) of "yes" responses to Question 1: n_{yes} = _____

   b) Count the number of responses to each grade level category and divide by n_{yes}:

% 1 (grades K-3) = _____
% 2 (grades 4-6) = _____
% 3 (grades 7-8) = _____
% 4 (grades 9-12) = _____
% 5 (all grades) = _____
% 6 (other) = _____

   c) Enter % 1 through % 5 in the appropriate columns for each problem statement on the data report form.

Question 3: What evidence?

1. For each problem statement, follow instructions under Question 2 above and apply them to the seven evidence categories; enter on the data report form:

% 1 (classroom/school conditions)	=	_____
% 2 (students I know)	=	_____
% 3 (research studies/expert opinion)	=	_____
% 4 (test scores)	=	_____
% 5 (budget)	=	_____
% 6 (curriculum materials)	=	_____
% 7 (other)	=	_____

Note: It would be helpful if xerox copies of the data report were prepared for each Committee member. If this is not feasible, the data must be presented in another fashion to the Committee (e.g., on a blackboard or flipchart).

INSTRUCTIONS FOR ADDED PROBLEMS

In some cases respondents will have added problems to the list of pre-printed problem statements. These problems should also be reported to the Committee. The person responsible for data analysis may simply list these problems on a separate page (noting the category to which they were matched). Since it is unlikely that more than one person will add the same problem to the list, data analysis will probably be unnecessary. The added problems and their respective grade level(s) and evidence can be listed on a separate page for the Committee's review.

If it happens that more than one person adds the same problem, the data analyst may simply note the number of people giving that response and the grade level(s) and evidence they indicated.

Data Report Form for Instrument II

Problem Statement (Code Number)	Is this a problem?			% Checking Each Grade Level [% Based on Total (Y) Responses]						% Using Each Evidence Category [% Based on Total (Y) Responses]						
	% Yes	% No	% U	1	2	3	4	5	6	1	2	3	4	5	6	7

DATA REPORTING PROCEDURES FOR INSTRUMENT III

There is only one question on Instrument III: To what extent should the district allocate resources toward solving this problem? A report form for the data summary on this question appears on the next page. The data analyst may use this form or any reasonable facsimile.

The first task is to write or type the problem statements assessed (or their codes) onto the report form. Since only one column of data will be reported for each statement, it may be useful to enter the complete text and code number of the problem statement to eliminate the need for Committee members to refer to the original document. **If problem statements originated from different categories, a category heading (e.g., reading) should be entered for each group of matching problems.**

INSTRUCTIONS FOR DATA ANALYSIS

1. For each problem statement:

   a) Count the number (n) of responses: n = _____

   b) Sum the ratings for the problem statement and divide by n (round to the nearest tenth): Average rating = _____

   c) Enter the average rating in the column beside each problem statement.

Note: It would be helpful if xerox copies of the data input were prepared for each Committee member. If this is not feasible, the data must be presented in another fashion to the Committee (e.g., on a blackboard or flipchart).

Data Report Form for Instrument III

Code Number	Problem Statement	Average Rating on Extent of Resource Allocation